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The Illinoian

Published Annually by the Senior
Class of the Illinois State
Normal University



Angela Miller.

VOLUME XVII
1907

369.3

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To the memory of

Charles E. Hovey

whose indomitable will, overcoming obstacles unsurmountable,
founded the University;



To

Richard Edwards

whose sterling manhood made our students known for
devotion to duty thruout the land;

To the memory of

Edwin C. Bewett

whose love of truth gave our school an invaluable reputation
for exactness;

To

John W. Cook

who doubled our plant and brought us an enduring
pedagogical fame;

To the memory of

Arnold Tompkins

whose brief leadership got us out of the ruts;
and, finally,



To our own beloved teacher and president,

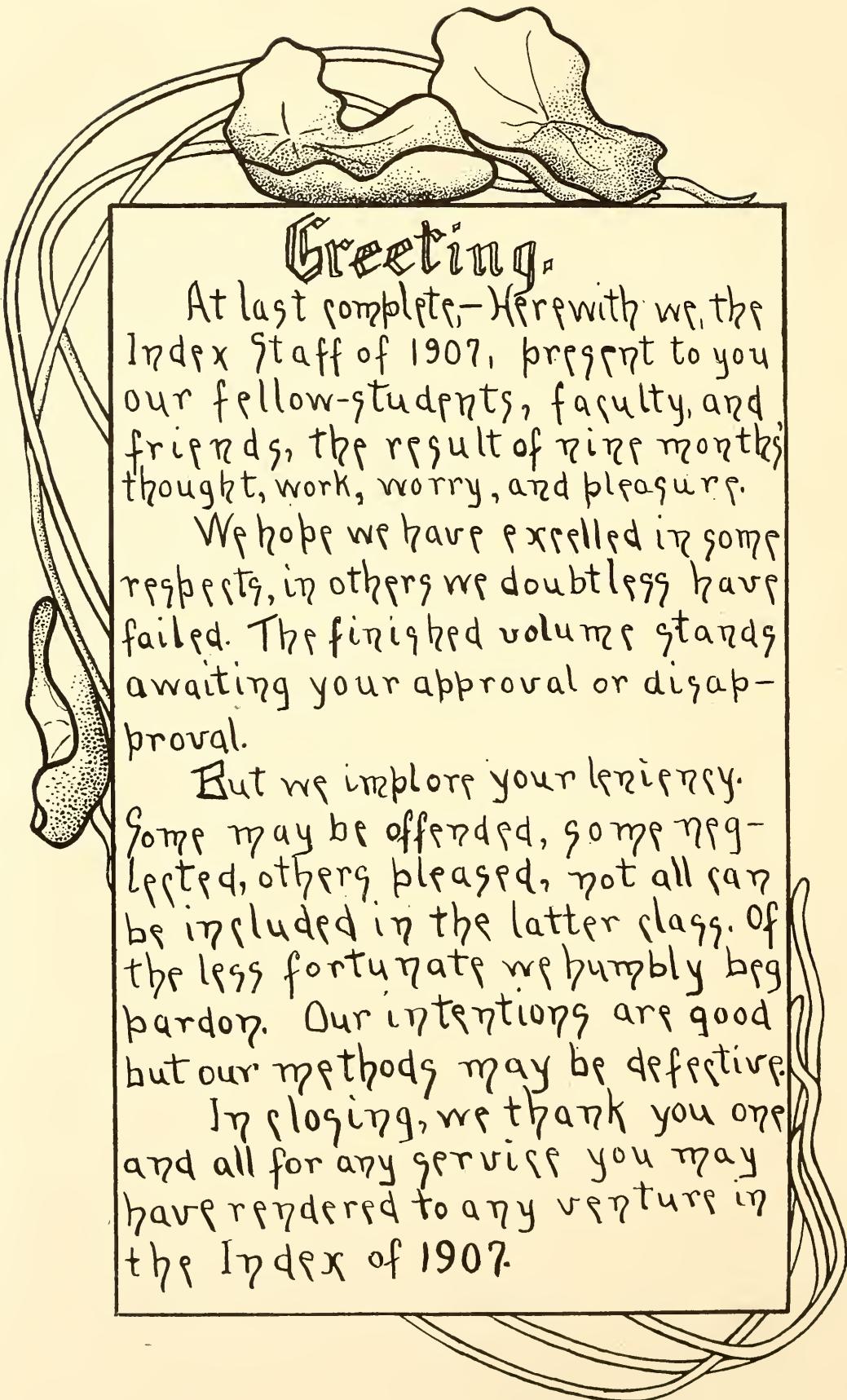
David Felmley

who, in his splendid character, embracing most that is strong
and good, stands out, as if by divine plan, the necessary
complement of all his predecessors—the most perfect
educational product of the age,

We,

The Class of the Semi-Centennial Year,

Dedicate This Book.



Greeting.

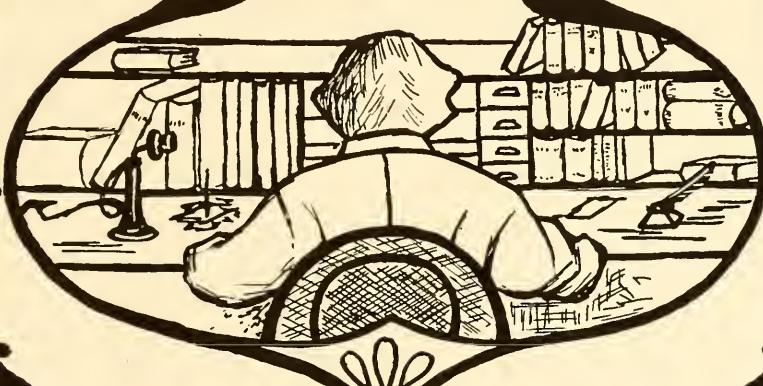
At last complete, — Herewith we, the Index Staff of 1907, present to you our fellow-students, faculty, and friends, the result of nine months' thought, work, worry, and pleasure.

We hope we have excelled in some respects, in others we doubtless have failed. The finished volume stands awaiting your approval or disapproval.

But we implore your leniency. Some may be offended, some neglected, others pleased, not all can be included in the latter class. Of the less fortunate we humbly beg pardon. Our intentions are good but our methods may be defective.

In closing, we thank you one and all for any service you may have rendered to any venture in the Index of 1907.

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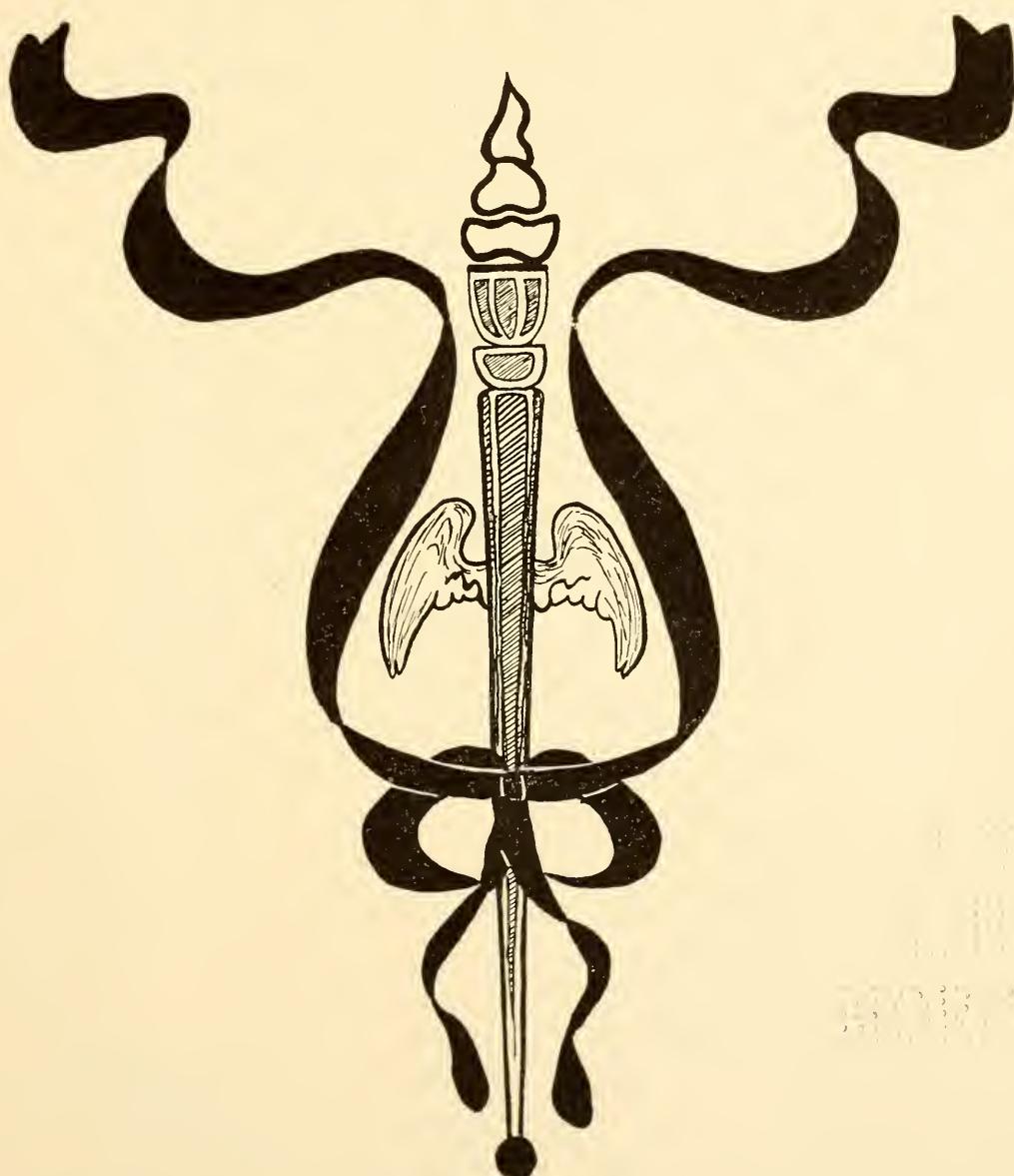
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Stenographer.

"There are many men and women in the world today who are doing untold good by winning the confidence of their youthful friends and guiding their tastes in the right direction."



BUEL PRESTON COLTON.

In Memoriam.

The sudden and unexpected news of Professor Colton's death September 7, 1906, struck like a blow upon the hearts of those who knew him best and who were looking for him almost daily to resume his work at Normal. We now know that he had been facing death for a year or more, but like the heroic spirit he was, he obscured his suffering and kept at his post of duty to the last. He died at Battle Creek, Mich., where he had gone during the last weeks of vacation with the hope that he might recuperate and be able to continue his work another year.

Mr. Colton was born March 23, 1852, on a farm near Princeton, Ill. His education was begun in a little brick schoolhouse on his father's farm. He attended his uncle's private school a while, and at the age of fourteen entered the Princeton township high school and was graduated with its first class in 1870. After one year of post-graduate high-school work he took a year at Knox College and finished his college course at Amherst, taking his A. B. degree in 1874. Later he spent two years (1881-1882) in special scientific post-graduate work at Johns Hopkins University. Here he was honored by election to a graduate scholarship in 1882.

Mr. Colton taught for thirty years, twenty-nine of which were in Illinois. His professional career began in the Princeton town-

ship high school in 1874. In 1875-76 he taught a rural school near Princeton; during 1876-77 we find him at Keokuk (Ia.), at Decatur (Ill.) the next year, and from 1878-81 he again taught in the Princeton high school.

Mr. Colton was a characteristic product of his times. The modern scientific movement with its inductive method of study and its courageous freedom of thought was making wonderful discoveries in the world of natural truth, and in the control of natural forces, all of which was contributing richly to the well-being and progress of mankind. The importance of the biological sciences was so clearly foreseen that as early as 1872 the legislature of Illinois was induced to enact a law requiring every candidate for a teacher's certificate to pass an examination in the natural sciences. Neither teachers nor schools could meet the requirement in any adequate way. Thus a special demand was made for better preparation of teachers in these sciences.

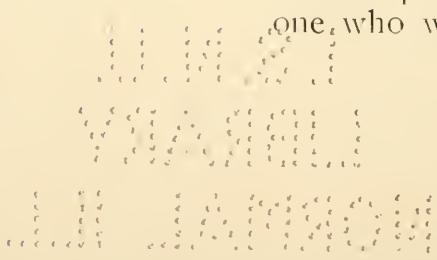
Mr. Colton caught the inspiration and discerned the great meaning of the scientific movement, and with characteristic judgment sought the most thoro preparation possible for teaching his chosen specialties—zoology, physiology, and botany. Before going to Johns Hopkins he spent one or two summers with Professor Forbes at Normal. On his return from Johns Hopkins he became teacher of science in the Ottawa township high school, where he spent five years, the last three of which he was also principal.

In 1888 he was called to the chair of natural science in the Illinois State Normal University. In the words of one most competent to judge, "The place was his as much by manifest fitness as by the vote of the board of education. For eighteen years a steady stream of students passed thru his classroom to the teacher's desk. They have been illumined by his thought and touched by his spirit.

"In his teaching Mr. Colton carried out better than anyone else I have known, President Eliot's doctrine that to observe carefully and record faithfully are vital preliminaries to accurate comparison and generalization. He possessed rare skill in directing and questioning.... Mr. Colton was very apt in illustration; his laboratory abounded in original devices.... He was orderly and systematic in an unusual degree."

Professor Colton wrote two series of textbooks, one on zoology, the other on physiology. These textbooks grew out of the author's teaching experience and form an organic part of his educational work. Both series of books have exercised an important influence upon the teaching of these subjects, and will continue for many years to be standard textbooks. The "Practical Zoology" was a pioneer in its field, and revolutionized the teaching of that subject in the high schools of Illinois.

The personal traits of Professor Colton are well described by one who was once his pupil and later a colleague and intimate



associate for years. "Perhaps his most striking personal traits were his love of truth and nature and a hearty hatred of shams and pretension. His love of honesty, simplicity, and brevity led him at times to appear almost unnecessarily harsh in the classroom. Mr. Colton cared little for artificial nature. His greatest pleasure was to leave behind all the environs of civilization and in company with a few companions go forth into the wildest woods and there live in close touch with untamed nature. Under such surroundings Mr. Colton's very nature seemed changed. Students who had known him only in the classroom were surprised beyond measure at the new revelations of the man. He often seemed like one intoxicated with the spirit of vivacity, generosity, forbearance, human kindness, and love of the whole world. The cowardly and the cringing could not appeal to him; the two-faced and insincere received his scathing rebuke; the conceited and ostentatious were humbled by his fearless words; and the pedant received his silent commiseration."

No doubt Mr. Colton's intense love of nature touched all his pupils in some degree, but there were always a few who were more susceptible than others to their teacher's enthusiasm. These were drawn to him like disciples to a master; and many of them have become efficient teachers of science in Illinois and other states.

One of the most significant questions that can be asked of a man is, "What was his guiding purpose?" Mr. Colton did not consider it his calling to make new contributions to scientific knowledge; but his lifework was rather to extend scientific knowledge to the masses of the people. So we find him in the true line of apostolic succession from Darwin, Huxley, Agassiz, Youmans, and others—those great heroic missionaries of truth who have opened the way for the masses of the people, including the little children, to comprehend and enjoy the beauty of God's thought and love in nature. He persistently brushed aside anything that interfered with the fulfilment of this noble life.

Friends, students, and strangers will never forget the kind-hearted hospitality of the Colton home. Mr. Colton was fortunate in having a wife whose charm of manner, thoughtful attention, and ready wit never failed to make the guest feel at ease, nor leave a pleasant memory of the visit.

Mr. Colton was a man of striking individuality and distinctive character. That part of the world's work for which he assumed responsibility he did faithfully and well. Life's wearing struggle ended his career too soon. He was buried in the cemetery at Princeton, and in due time in accordance with his wish, the grave will be marked by a rugged boulder that has lain for some years in his front yard at Normal. This incident is characteristic, for such marking is eminently fitting. It becomes the character of the man, his love of simplicity, his assuming modesty, and his passion for nature as it came from the hand of the Creator.

Recollections of Alumni.

ELMER ELLSWORTH BROWN

I was a student in the Illinois State Normal University for a longer time than in any other school or university, and many of my strongest school associations are accordingly connected with it. My student days there began with the beginning of the spring term of 1876, and closed with the end of the school year of 1880-81. Doctor Hewett was elected President during my first term in the school. A large proportion of the student body, as I remember it now, was of fairly mature age, and was recruited from the farms and smaller towns of the State. The Normal University was not only a place of preparation for the practice of teaching, but was in a very marked degree an educational center, if not *the* educational center, for the middle portion of the State, with a constituency extending even to the remoest borders of the State and to neighboring states and foreign countries.

I take it that these conditions have by no means altogether past away with the passage of the years since I was at Normal, but have been very considerably modified. It is necessary that every institution should change with the change of the times. I trust, however, and believe, that two or three of the strongly marked characteristics of the Illinois State Normal University of the seventies and early eighties are still maintained, if they are not even more strongly emphasized now than they were then. Among these are the ideals of scholarship reaching out beyond the home institution,—ideals which worked in a steady procession of young people who past year by year from the normal school to various colleges and universities; the warm and wholesome social influence brought about by the free, co-operative, literary and musical activities of the Philadelphian and Wrightonian Societies; a spontaneous and widely influential religious interest, joined with large freedom of individual opinion; a sense of seriousness and responsibility in the relation of the institution and the prospective relation of the members of the student body to the educational development of the State of Illinois. We felt and knew in my days at Normal, that the strictly professional spirit was not so strong in the institution as it should be, but it was even then rising, and I doubt not that it has continued to make the wholesome advance which it was making in those days, though in new fields and under new forms. I hope that with such advance in professionalism the institution may, through ail its days, continue to contribute to the making of that high scholastic and personal character in those preparing to be teachers, which is even more valuable and influential than the purely professional spirit.

CHAS. A. McMURRY

To the old members of the Normal School this fifty years' history suggests interesting reminiscences and equally interesting problems for the future.

It is now more than forty years since I was first a pupil in the Model School and in the light of present conditions and facilities those days sometimes seem even more than forty years removed.

In later years as I have studied and taught in other institutions the old Normal with its prevailing spirit and modes of work has been a standard with which to measure up the substantial worth of later schools and educational movements.

There was undoubtedly in the old Normal of thirty or forty years ago a powerful and formative spirit, which shaped up the lives of many young people and produced wide-reaching and beneficent results. The later enlargement of studies and interests has somewhat modified this spirit but we may trust that it has not weakened its energy and educative effect.

In comparison with other institutions which I have known, it has long seemed to me that the Normal as I knew it, was among the very strongest of them all.

Aside from the changes which have taken place in the Normal curriculum itself, I think, the closer adjustment of the Normal in recent times to the high schools on the one side and to the colleges and universities on the other is of fundamental value.

At present the Normal is becoming an indispensable link in our great educational system, recruiting itself from the best materials of the public school system, and sending its well-trained, progressive youth of both sexes forward to still greater achievements in the higher schools, and then returning them as well qualified scholars and trained teachers to the elementary schools again.

The future of Normal School effort thus broadens out with still greater opportunities and responsibilities and, like a growing plant, a historical school, as it grows older, roots itself deeply in our whole society.

The future therefore of the Normal will be greater than its past, proud as we may be of that record.

J. DICKEY TEMPLETON

As I Index my name in the souvenir of the fiftieth anniversary of the I.S.N.U., I am reminded that it has been on the books of my *alma mater* as a debtor for thirty-nine of these fifty years.

My first impressions were of stern professors and strange faces, but the stereopticon of time has changed the reception room into a Hall of Fame, and the strange faces of forty years ago reappear from year to year in the dissolving views of the Alumni meetings, wearing the smile of recognition which "won't come off."

EDMUND J. JAMES

My recollection of the work of the Normal School extends perhaps over as wide a range of work and as many years as that of almost any other man who was ever connected with the institution.

It was in the spring of 1863 that I remember following my mother about as she went from one class room to another, listening to the recitations, in order to determine for herself whether this was a school to which she desired to send her children. The examination was so satisfactory to her that my father purchased a small farm a mile and a half east and north of the Normal School building, diagonally across from the little red school house, just east of the Central road, and a little over a mile north of the Alton.

It was in the spring of the year 1867 that I entered the Normal School, first in the grammar school department, which at that time was conducted by John W. Cook as principal.

He remained only one term after I entered the grammar school and was followed in the autumn of 1867 by Joseph Carter. The school under Principal Cook had been located in the village school house, as an arrangement had been made between the village and the Normal School by which the public schools of the former were to be considered as the training school of the latter. The arrangement was not fully satisfactory to either party, and the connection was dissolved in the autumn of '67 when the Model School was located on the first floor of the Normal School building, in the northeast corner.

After completing the course of this department, I entered the high school department, located on the same floor in the northwest corner of the building, in September, 1869.

I was for one year in this school under the tuition of William L. Pillsbury, a graduate of Harvard, an earnest, sincere, and well trained and successful teacher.

Here also for one year I enjoyed the tuition of Miss Horton, a rare woman for any time, and any country, especially rare for those days, in the accuracy of her classical scholarship, in her wide knowledge of subsidiary subjects, in her conscientiousness and faithfulness as a teacher.

Miss Horton remained only one year and was succeeded as principal of the school by E. W. Coy, who had been principal of the Peoria High School. E. W. Coy was a graduate of Brown, and a devoted admirer of Harvard, and he first turned my attention in a very definitive and final way toward Harvard as the institution which I intended to enter upon graduation from the high school. For two years I pursued my studies in the classics under Mr. Coy's tuition, graduating from the high school in 1873.

I returned as principal of the high school in September, 1879, resigning my position on account of ill health at Christmas time, 1882.

Since that time my connection with the Normal University has been one of affection and love, rather than active participation in its work, though I am glad to have made my little contribution at one time or another toward advancing the interests of the school.

I had, at the time, and have preserved during all these years, a sincere affection for the men and women under whose influence and under whose tuition I was privileged to be. Cook, Carter, Pillsbury, Miss Horton, Coy, are names that have endeared to me everything connected with that institution.

I had, of course, in addition many other teachers, particularly while I was a student in the grammar school and in the first year in the high school, and while there were some misunderstandings between me and some of my teachers, I only hope that they cherish, so far as they are alive, the same kindly feelings towards myself, as I have ever entertained toward them. Even when Mr. Cook threatened to cowhide me and Mr. Carter nearly shook the life out of me I felt that they had to a certain extent, justice on their side, though I did not altogether approve of the expression which they gave to it.

I have seen many schools in many countries, and on the whole I have never seen one which I should have preferred to the grammar and higher departments of the Illinois Normal School as a place to spend six years of my life. I believe they did for me as much as any school could have done. Of course as one grows older, if he is in the educational current, he comes to look upon many things which were done in his youth as perhaps a trifle old-fashioned and yet the essence of education remains the same. Nothing is so important as honest, clean work, and persistent insistence upon doing one's school work in the proper way.

Among the teachers who influenced me aside from those whom I have mentioned, in a way for which I have always been grateful, I should certainly mention Thomas Metcalf, a man whose very presence was a powerful admonition to live up to the very best that one was capable of, and whose careful enunciation and pronunciation were of marked influence in improving the speech of the entire school. Mrs. Haynie for many years was a guide, philosopher, and friend for every student who entered her classes, and her personal interest in and friendship for me was of great importance. Dr. Hewett, Dr. Edwards, and the many pupil teachers under whose tuition I came—they are all held in grateful memory.

It is a grand old school and every alumnus may feel proud of having been connected with it. EDMUND J. JAMES.

FANNIE FELL

I have been asked to recall some incident associated in my mind with the every day life in the I.S.N.U. when I was a student there.

As I think of my school days there comes to me one warm June afternoon. It was the fifth hour (not period as it is now called) and English Literature, under the leadership of Professor Stetson was to be in full sway the following hour.

This was a section A study. The members of the Senior class seated next the middle aisle to the left of the president, were allowed special privileges of conferring with one another on any weighty matter pertaining to the assigned class room work.

Even this was not enuf for two members of the class of '79. Julia Scott and your humble servant were not content with this subdued and restrained method of communicating our deep and original observations on the subject of English men of letters. Consequently we quietly and decorously (as became dignified Seniors) slipped out through the west door of the Assembly Room and up the steps on the north side leading to the entrance of the Wrightonian Society Hall as it was in our days.

Once seated on the top stair there commenced a low but continued interchange of ideas as to the writings of this or that author.

Not many minutes passed before we heard a gentle tapping of feet on the stairs. The footsteps were all too easily recognized by the two intellectual miscreants. Those light, steady, but quick footfalls could be caused by none other than our short but highly esteemed President, Dr. Hewett.

We managed to maintain our dignity in the ordeal and saluted our respected superior as if he were an expected guest. There he stood at the turning of the stairs, watch in hand and gave forth this sententious remark, with a twinkle in his eye, "Well, I thought there was a woman's sewing society in progress." That was all, but it had its effect; we vanished.

However, I found that our cheering hospitality, or the dignified position we held as Seniors, must have influenced the good doctor. Later on he entered a complaint to Mr. Burrington, the reverend principal of dear old high school, against certain high school pupils whom he had found wandering around the building without leave or license, and my name was not on the list of culprits.



Our Mother

Our noble mother, we,
Thy many children, come to thee
To celebrate in prose and rhyme
The day most rare
Thou didst begin thy fostering care.

Full fifty years have flown,
And thy small family has grown
To be a throng of workers, far and near,
In many a sphere
Of usefulness. Still thou a leader art,
Alive, and strong, and true of heart,
Brave mother.

What if the facts thou taught us are forgot,
It matters not.
A reaching ever toward the light,
Intent to do what seems the right,
The will to bring the right to be,
The power to lead on valiantly,
Or grace to follow reverently,
Withal a heart of sympathy,—
These are our heritage from thee,
Wise mother.

Thou of thy best dids't give;
Thy children did receive
And unto others gave as free;
And lo, there shine thruout the land
Clear lights from off thy altar lit;
And many who ne'er thy face did see,
Sing grateful praises unto thee,
Fair mother.

Still may'st thou live thy life sincere
For many a year,
With each succeeding year the best.
And may the beauty of thy living,
And the joy in thy giving,
Be an inspiration blest.
And may thy loyal children be
An honor ever unto thee,
Loved mother.

—*Lida Brown McMurry.*



Historical Sketch.

On the eighteenth day of February, 1857, the bill establishing the Illinois State Normal University was signed by William H. Bissell, the first republican governor of the State. This was an important step in school legislation as it recognized the duty of the State to prepare the teachers of its public schools to render more efficient service. The motive prompting the act was not charity, but self-interest. The State had recently established a system of free public schools to be supported by a tax on the property of the people. Property owners who had no children to be educated were taxed on the same basis as those who had children, and it was no more than simple justice to those whose money was thus taken that they should receive in return the greatest possible benefit to themselves and their property. Many of the friends of education believed this would result from the establishment of a normal school.

The friends of education in the State were much divided among themselves as to the kind of school to be established. Some wanted a normal school whose entire aim should be the preparation of teachers for the public schools of the State. Others wanted a normal school with an agricultural department attached. Still others believed that an industrial university with a normal department should be established; while a fourth party claimed that the wisest course was to establish normal depart-

ments in all the sectarian colleges already in operation. The persistent and persevering efforts of the friends of the normal school "free from all entangling alliances" won the day.

From present indications, however, it seems that the wish of those who favored an agricultural department in connection with the school is soon to be realized, at least in part. The physical sciences are largely agricultural in their trend. Elementary agriculture is now a fixed study in the *curriculum*, instruction being given in both the theory and the practice of that industry; so that Mr. Bakewell's "Agricultural Chemistry" is an established fact.

The act which established the normal university created "C. B. Denio of Jo Daviess county, Simeon Wright of Lee county, Daniel Wilkins of McLean county, C. E. Hovey of Peoria county, George B. Rex of Pike county, Samuel W. Moulton of Shelby county, John Gillespie of Jasper county, George Bunnissen of St. Clair county, Wesley Sloan of Pope county, Ninian W. Edwards of Sangamon county, John Eden of Moultrie county, Flavel Mosley of Cook county, William H. Wells of Cook county, Albert R. Shannon of White county, and the Superintendent of Public Instruction, *ex officio*, with their associates * * * and successors, a body corporate and politic, to be styled the "Board of Education of the State of Illinois," whose duty it was to make all laws necessary for the government of the normal university. These gentlemen met at the office of the State Superintendent who was, *ex officio*, secretary of the Board, and organized by electing Samuel W. Moulton, president.

It was the duty of the Board to fix the permanent location of the school at the place which offered the most favorable inducement for that purpose: "Provided, that such location shall not be difficult of access, or detrimental to the welfare and prosperity of said normal university."

That the school was to be located at the point making the highest and best bid was widely advertised, and several localities became competitors. On the seventh day of May, 1857, the State Board of Education met at Peoria, as announced, to open the bids, and the bid of McLean county being far ahead of any other, it was awarded the prize.

The Board of Education next appointed a committee to visit some of the leading normal schools of the eastern states in order to determine more intelligently upon a building for the Illinois State Normal University. The labor of the committee was not fruitless, although the plan selected was not that of any building examined, but was the joint production of Charles E. Hovey and the architect, Mr. Randall. As soon as the plans and specifications could be prepared a contract was entered into for the

construction of the building, which was to be completed September 1, 1858. The corner stone was laid with imposing ceremonies September 29, 1857, and the work was pushed vigorously during that fall.

Charles E. Hovey was elected principal of the normal university and Ira Moore, assistant. These gentlemen opened the school in Major's Hall in Bloomington on the fifth day of October, 1857. There were 29 (27 according to Principal Hovey) pupils present the first day, and the number increased to 127 during the academic year. The prospects of the school were very favorable, and all looked forward with pleasant anticipations to the time, presumably near at hand, when the school should be housed in the palatial building which was being erected on the prairie, near the "Junction." But alas for human hopes! Owing to financial embarrassment, due largely to the panic of 1857, no work was done on the building in 1858, and conditions became very discouraging. Through the indomitable will and financiering skill of the Principal of the school, however, aided by the loyal support of the Board and other friends, means were procured for resuming work in 1859, and in June, 1860, the building was far enough advanced to enable the first graduating class to hold its exercises in the Assembly room; and in the fall of that year the school moved into its permanent quarters, although the building was not completed until the early part of 1861.

When the school moved into the new building it was in a prosperous condition. The attendance had been growing steadily from the beginning, requiring the addition of several members to the faculty. Moreover, there was a well-organized Model School in which the art of teaching was exemplified. The friends of the school were delighted at the prospects of its usefulness and success. But the Civil War breaking out in 1861, those prospects were clouded for a time, as nearly all of the faculty and male students enlisted in the service of their country. The school, however, was continued, and Perkins Bass, a member of the State Board of Education, was chosen acting president for the academic year 1861-2. At the close of this year Richard Edwards was elected president, and continued to administer the affairs of the school until 1876. Under his administration the normal university prospered in a remarkable degree. The attendance increased rapidly, and professional enthusiasm reached its high-water mark. Dr. Edwards was so enthusiastic himself that every one of his pupils felt "Woe is me if I do not teach school." In his masterful way he so pointed out the great possibilities for bettering humanity that were open to the teacher that the matter of salary appeared a secondary affair, or at least it did not overshadow everything else.



In April, 1865, when the writer entered the normal school, the faculty consisted of the following:

Richard Edwards, President and Professor of Mental Science and Didactics.

Edwin C. Hewett, Professor of History and Geography.

Dr. Joseph A. Sewall, Professor of Natural Sciences.

Thomas Metcalf, Professor of Mathematics.

Albert Stetson, Professor of Language and Reading.

Emaline Dryer, Preceptress and Teacher of Grammar and Drawing.

William L. Pillsbury, Principal of the Model School, and Professor of Latin and Greek.

Thoroness was the chief characteristic of each of these teachers. Woe betide the student who tried to "soldier" through a recitation. He was soon made to feel that honesty was the basis of all true scholarship, and that the real student is honest with himself as well as with others. In Dr. Edward's administration, the students were expected to be in their own rooms at 7 o'clock in the winter evenings, and at 7:30 at other seasons. The exceptions to this requirement were Saturday and Sunday evenings. On Saturday evenings 10 o'clock was the hour for "curfew" and on Sunday, 9 o'clock. A student who violated this rule was asked to explain the matter to the president. More explanations had to be made on Monday morning than on any other.

For many years all students at the building were expected to be in the Assembly room or in the library when they were not reciting. They were not permitted to go to their rooms between recitations, or to visit on the stairs or in the halls; and it was

especially against the law of the school to be seen on the streets during school hours.

From the beginning there has been a well conducted Model School connected with the institution. It can hardly be said that it was always a successful Training School. In the early years there were no "critiques." All the help the pupil-teacher received in his work was what he obtained from the principal of the department of the Model School in which he taught, except that he had to bring his class into the assembly room occasionally and teach it before the school. When the children were through reciting they passed out of the room, and the exercise was criticised freely by both students and teachers. It was not considered proper for the pupil-teacher to bring his class before the school with a lesson which it had already recited. It must be the regular lesson for the day, and the teacher was expected to show his skill in overcoming the difficulties arising in the presentation of an average lesson. This of course fell far below the highly organized Training School of today with its corps of accomplished critic teachers to make the pathway to pedagogical perfection easy for the beginner. And yet many good teachers were sent out in those days, and the Model School was held in such high esteem that parents were glad to send their children to it, and pay a good stiff tuition fee for the privilege.

In 1865, and for a few years thereafter, there was but one session of the school daily, this being broken by a recess of twenty minutes for luncheon. As spelling came immediately after recess, rows of young men could be seen seated in the "dressing room" during this intermission with a spelling book in one hand and a slice of bread and butter in the other. They were very attentive to both, as this was regarded a very effective method of getting the spelling lesson into their heads.

The young men had to wear slippers in school. This was to avoid making noise in walking to and from the recitation rooms, and to keep from depositing the rich prairie soil in the rooms and corridors. Some time later, the gentlemen were permitted, in the interest of good health, to wear their shoes in the building, but members of the faculty stood guard at the east and west doors to see that no mud was brought in. The position of shoe inspector was not coveted by the gentlemen of the faculty, and in a few years the "mud guards" were discontinued.

In those primitive times, the number of students being comparatively small, the sexes were not segregated. The young men and women roomed in the same house, sat on the same porch, and together studied the harvest moon. No evil resulted from this companionship, and none was expected. They were ladies

and gentlemen, as all normal students are, or should be, and conducted themselves as such. If perchance they did not, they were "invited" to go home, as they were not wanted here and were not fit persons to become teachers. But to keep such persons from becoming discouraged, they were informed that there was corn to be cultivated and dishes to be washed, and that both occupations were honorable. The invitations to go home were very rare.

In no way, perhaps, can the growth of the school in working facilities for the student be seen more clearly than by comparing the library of 1865 with that of 1907. In 1865 the library of the university was contained in two small cupboards placed in the hall west of the Assembly room. It consisted of two sets of encyclopedias, Lippincott's Pronouncing Gazetteer of the World, Thomas's Biographical Dictionary, some census reports, and a collection of text books furnished by the publishers. Now there is a spacious and elegant library room filled with book shelves of the latest design holding thousands of the choicest publications of this and other countries, and reading tables, round, square, and oblong, with a blackboard for the delinquent list. All of these conveniences are presided over by two of the most competent and obliging librarians whose most grievous complaint against the students is that the latter do not give them more frequent opportunities of being helpful.

There was but one janitor connected with the school, and he attended to the heating, sweeping, scrubbing, etc., being assisted by a few students after school hours and on Saturdays. The one boiler used in heating the building was placed in the middle of the basement, on the north side. The rooms were heated by steam pipes arranged horizontally around the walls. The system was fairly satisfactory in moderate weather, but in cold weather the mercury was fond of staying near the bulb in the thermometer, and the pipes snapped loudly and persistently as if determined to drown the voices of both teachers and pupils. They succeeded in this at times, but never when a pupil was bravely reciting a lesson he did not know. The pipes put forth their most successful efforts in Normal Hall when lectures or other entertainments were being given. This was especially true with reference to musical programs. On such occasions the pipes always joined in the exercises and were not satisfied unless they jointly or severally reached high G; they were successful usually. But the pipes have gone, and it is hoped they are at peace; it is certain that no lover of his kind mourns their departure.

The janitor and his family lived in the east end of the basement, and the students were usually able to give their menu for

the midday meal. Good, faithful Peter, in particular, was fond of onions, sausages, and sauer-kraut, and the aroma of those delectable edibles permeated the Assembly room and classrooms, making many of the students wish they were janitors, so as to have a good, substantial meal, instead of a cold luncheon seasoned with four columns from Edwards's Speller.

The janitor kept a cow which grazed peacefully on the campus. This cow was frequently immortalized in song and story. Sonnets innumerable were addressed to her, but she coyly shook her head and continued to ruminate. She was a sociable cow, as was shown by her fondness for lying in the shade of the building, near the steps, where she could see the students as they passed in and out, and be the cause of their speaking in unknown tongues when they sometimes stumbled against her in their haste.

The cow house was in the northeast part of the campus directly west from the public school. It was rather a picturesque building, the style of architecture being a combination of the Ionic, Etruscan and Shantyesque. Perhaps it did not add much to the beauty of the landscape, but it attracted attention. It was the first object to be noticed by visitors, and the last to be admired.

When Dr. Edwards resigned the presidency of the school in 1876, to become pastor of the Congregational church at Princeton, Ill., Professor Hewett was elected to fill the vacancy. His corps of teachers at that time consisted of the following:

Dr. Joseph A. Sewall, Professor of Natural Science.
Thomas Metcalf, Principal of the Training School.
Albert Stetson, Professor of Language and Reading.
John W. Cook, Professor of Mathematics.
Henry McCormick, Professor of History and Geography.
Stephen A. Forbes, Director of Scientific Laboratory.
Lester L. Burrington, Professor of Latin and Greek, and Principal of High School.
Harriet M. Case, Preceptress, and Teacher of Grammar.
Mrs. Martha D. L. Haynie, Professor of Modern Languages.
Amanda G. Paddock, First Assistant, Training Department.
Charles DeGarmo, Second Assistant, Training Department.
Rosalie Miller, Teacher of Drawing.
Bandusia Wakefield, First Assistant, Normal Department.
Ellen S. Edwards, Second Assistant, Normal Department.

President Hewett's administration was largely a continuation of the preceding one. The same high ideals prevailed, and the same thoroness and faithfulness to duty pervaded the entire school. President Hewett, himself, made but few changes in the course of study, but several of the teachers recast the work in their departments and added to the number of studies. These changes, both in matter and manner of presentation, were most noticeable in the departments of Mathematics and History and Geography. The changes were made with the permission of the

president, and received his approval when their usefulness was demonstrated.

This body of teachers was the most united, perhaps, in loyalty to the president and the school, and in kind feelings towards one another of any faculty in the history of the school. There was a spirit of good-fellowship and of hearty good will that was delightful and that made it a pleasure to work in such company. Each tried to make his department the best conducted in the school, but rejoiced at all advancement made by the others.

It was early in the administration of Dr. Hewett that the students of the normal school gave a demonstration of their ability and skill as road-builders. What is here said on "Working the Roads" is taken, by permission, from Cook and McHugh's History of the Illinois State Normal University.

In the spring of 1877, about twenty-five of the boys were notified by the local authorities to work the usual two days on the roads. A meeting of the students interested in the matter was held in Dr. Sewall's room, and the subject was thoroly discussed. It was decided that they should turn out in a body, each one taking three others to work on his time, thus putting in the required two days in half a day. A committee of five, consisting of Messrs. Gillan, Berkstresser, Faulkner, Boyer, and Bainum, was appointed to make necessary arrangements for the particulars of the plan. The committee drew up a code of regulations which all agreed to observe, to the effect that all were to come to school at the usual time the next morning, and remain until after devotional exercises and spelling, and when the classes passed out, file down stairs, form in line in front of the building, and march to the scene of the day's labor. White shirts, collars, coats, and jewelry of any kind, were strictly forbidden to be worn. As far as practicable, pantaloons must be worn inside of boots. Each should be provided with whatever implement for digging he might be able to improvise.

The next morning a unique and motley crowd assembled, bearing a great variety of implements, from a grubbing hoe to a garden rake and a fire shovel. Edward Faulkner was chosen captain, and the company, consisting of eighty members, was divided into squads of eight, each commanded by a sub-boss. Forming in line, they marched to the place designated by the roadmaster, just south of the iron bridge over Sugar Creek, on Main street. After working (?) about an hour, the "busy B's," Berkstresser, Bainum, and Burger, were sent to Bloomington to get a supply of liquid consolation, as the day was warm and the "work" thirst-provoking. Owing to the fact that the committee required so much time to "sample" the different varieties, it was near noon when they returned in company with a drayman and

a barrel of cider. Sitting in the shade of the maples by the road side, the crowd, by this time augmented to one hundred, or more, soon emptied the barrel. The remainder of the program consisted in building a memorial mound of earth some six or eight feet high, in the middle of the road, making speeches, listening to vocal music by a colored man, who, passing by, was captured and urged to sing, although he protested that he had not time to wait, and the final homeward march. A large stone was selected from the creek near the Chicago and Alton railroad, and taken through the streets of Normal to the front of the city council's office, where it was planted by the sidewalk with appropriate ceremonies.

In this administration, also, the janitor and his family moved out of the basement, and the cow "sought pastures new." The boiler was removed from the basement and placed in the house built for its reception, to the joy of all connected with the institution.

Dr. Hewett, after a successful term, resigned the presidency in 1890, and Professor Cook was elected in his place. His faculty, the first year, consisted of

- Thomas Metcalf, Principal Training Teacher.
- Henry McCormick, Professor of History and Geography.
- Richard D. Jones, Professor of Literature.
- Buel P. Colton, Professor of Natural Sciences.
- David Felmley, Professor of Mathematics.
- R. R. Reeder, Professor of Reading.
- Frank McMurry, Training Teacher, Intermediate and Primary Grades.
- Dudley G. Hays, Assistant in Natural Sciences.
- Ruth Morris, Professor of English.
- Mary Hartmann, Assistant in Mathematics.
- Lizzie P. Swan, Assistant in History and Geography.
- Clarissa E. Ela, Teacher of Drawing.
- Mary M. Hall, Assistant Training Teacher, Primary Grades.
- O. L. Manchester, Principal of High School.
- Edward Manley, Assistant in High School.
- Fannie C. Fell, Assistant in High School.
- John W. Hall, Principal of Grammar School.
- Ange V. Milner, Librarian.

Several changes took place in the faculty in President Cook's administration. Some were called to what they considered higher positions, and others left to prepare themselves for greater usefulness. Nearly all the departures took place shortly after the president had read a passage from Exodus for the morning scripture lesson. So remarkable was the coincidence that thereafter, when he read from that book, there was guessing, among the students, as to which member of the faculty would leave next.

In this administration, the Training School building and the Gymnasium were erected, adding much to the convenience and efficiency of the school. And the changes made in the society



halls may make it difficult for the old students to find their society bearings when they come back, as we hope many of them will, this summer.

Of the many improvements made in and around the old building by President Cook, none is more worthy of praise than the removal of the cuspidors which stood in the corridors from time immemorial. They were eyesores, sins against good taste, and an encouragement to filth. Their banishment to the lower regions was a decided uplift to the school.

Perhaps nothing that occurred while this gentleman was at the head of the institution caused more talk or aroused more feeling than the discontinuance of the High School. This school had accomplished much in the way of good scholarship. It fitted young men and women for the best eastern colleges, and inspired many of the normal students to pursue their studies beyond the requirements of the regular *curriculum*. Many of its graduates have become eminent as teachers, doctors, lawyers, and ministers. The tuition fees from the school were more than enough to pay the additional teaching force. And the opportunity it afforded the students of the normal school to study the languages and so fit themselves for greater usefulness, together with the influence upon the pupils in the grades, by beckoning them to something higher, amply repaid the State for houseroom, fuel, janitor service, etc.

The State Board of Education at its meeting, June 19, 1895, voted to abolish the High School, giving all who had entered upon the course, however, an opportunity to complete it. That evening the graduates residing in the neighborhood made a good-

natured but solemn demonstration. They felt sad. They believed the act of the Board made them orphans; and although they did not censure the Board, understanding as they did that its action was dictated by higher authority, yet they felt that their *alma mater* was dead, and they mourned for her. They mourn for her yet, and will continue to do so for some time to come.

However, they labored under a misapprehension, in one respect at least. The closing of the High School did not cut its graduates off from the university, its privileges, or honors. They are members of the alumni as truly as are the graduates of the normal department. The normal school is not willing they should regard themselves as orphans. They are still under the fostering care of the Illinois State Normal University, which loves and cherishes them as truly and tenderly as its other children. "We be all one."

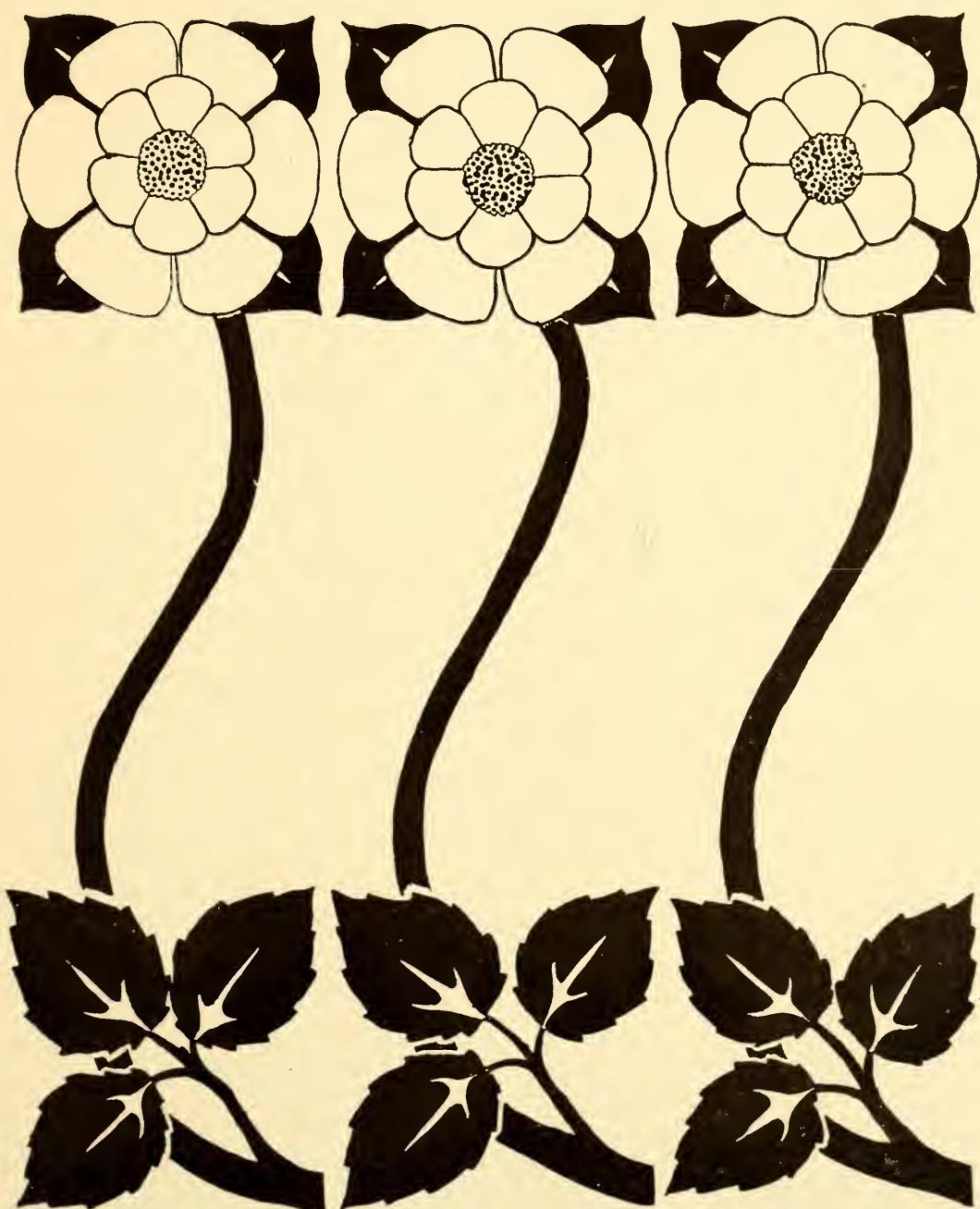
When President Cook severed his connection with the school in 1899, to take the presidency of the Northern normal school, at DeKalb, the Board of Education was fortunate enough to secure the services of Professor Arnold Tompkins as president. This gentleman's reputation as an educator was national, and those who knew him best predicted a glorious future for the school under his administration. He remained but one year, however, and left to become president of the Chicago Normal School. In the short time that he was here he made many changes in the course of study. But of all the changes that he made, perhaps none is more highly appreciated by students and teachers than the ten minutes recess between recitations.

Professor David Felmley was elected by the Board in 1900, to succeed Dr. Tompkins. It is difficult to write of this administration without seeming to descend to flattery; consequently a bare recital of what has been done, and of what is expected is all that will be attempted. Tiled corridors, concrete walks, a very useful and ornamental greenhouse, a kindergarten, elementary agriculture (already alluded to), and an efficient manual training department must be credited here. And when, in the near future, the Manual Arts building is erected, it is expected that a department of Domestic Science and Household Arts will be established, second to none in the State. And the writer is willing to stake his reputation as a prophet on the prediction that, at no distant day, a department of Ethical Culture will be found in the Illinois Teachers' College, which will have taken the place of the Illinois State Normal University.

Nothing has been said in this sketch about the literary societies connected with the school; the space is too limited to do them justice. In the Jubilee history of the institution, they will undoubtedly receive the consideration their importance demands.

HENRY McCORMICK.

SENIORS





LESLIE STANSBURY

Normal

McLean County



OREN A. BARR

Odin

Marion County

Commencement Speaker



RUTH FELMLEY

Normal

McLean County



JAMES H. SMITH

Perry

Pike County



FRANK GRAY

Blue Mound

Macon County



ALICE O. SMITH
Normal
McLean County
Commencement Speaker



FLORENCE A. OLSON
Weldon
Piatt County
Commencement Speaker



EDWARD B. COUCH
Hanna City
Peoria County
Commencement Speaker



BARBARA F. GLESSING
El Paso
Woodford County
Commencement Speaker



ETHEL ROSENBERRY
Normal
McLean County
Commencement Speaker



FLORENCE F. KINDT

Chicago

Cook County



DOROTHEA M. GLESSING

El Paso

Woodford County



GRESHAM GRIGGS

Normal

McLean County

Commencement Speaker



DAISY BENTLEY

Normal

McLean County



MINNIE VAUTRIN

Secor

Woodford County



ANNA M. BLAKE
Neponset
Bureau County



RUBY H. HILDRETH
Normal
McLean County



FRANK S. ESPEY
Colfax
McLean County



CLARA L. GRAFTON
Piper City
Ford County



EVA HILEMAN
Bloomington
McLean County



PEARL PARMALE

Normal

McLean County



CELIA A. PEPPLE

Mendon

Adams County



OTTO E. REINHART

Freeburg

St. Clair County



ESTHER HICKEY

Walnut

Bureau County



ALICE C. LEASE

Plainville

Adams County



ETHEL JACKSON
Plymouth
Schuyler County



SADIE E. PEPPLE
Mendon
Adams County



CHARLES H. BRITTIN
Cantrall
Sangamon County



EDNA B. GRAY
Blue Mound
Macon County

}



JENNIE K. STOUT
Englewood
Cook County



MARGARET TRIPPLETT

Perry

Pike County



ELIZABETH PERRY

Melvin

Ford County



BURT O. WISE

Moweaqua

Shelby County



RUBY C. BURDICK

Elgin

Kane County



ELIZABETH POWELL

Carrollton

Greene County



OLA J. LITCHFIELD
Flanagan
Livingston County



SYLVIA SMITH
Midland City
DeWitt County



MIGUEL NICDAO
San Fernando
Philippine Islands



CLARA BORGELT
Havana
Mason County



ELEANOR HOIERMAN
Bloomington
McLean County



EMMA HARRIS

Collinsville

Madison County



ANNA DRAPER

Divernon

Sangamon County



ELMER G. GINGERICH

Normal

McLean County



ELEANOR COEN

Normal

McLean County



GRACE M. BOOKWALTER

Gardner

Grundy County



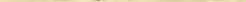
FLORENCE E. THOMPSON
Bloomington
McLean County



MILDRED L. COBURN
McLean
McLean County



JACOB P. SHEID
Freeburg
St. Clair County



MARGARET SCHAEFER
Bloomington
McLean County



ESTHER J. MANSFIELD
Normal
McLean County



NETTIE G. JENCKS
Ottawa
LaSalle County



HENRY A. RITCHER
Troy
Madison County



MARGARET M. SALMON
Bloomington
McLean County



FRANCES F. KESSLER
Bloomington
McLean County



CAROLINE BOLING
Normal
McLean County



BRIDGIE E. SOMERS
Bloomington
McLean County



LUTHER C. RINGEISEN
Thawville
Iroquois County



LILLIAN E. SCHAEFFER
Normal
McLean County



CORA M. HARNED
Secor
Woodford County



LEILA M. BROWN

Bloomington

McLean County



TERESA M. SULLIVAN

Bloomington

McLean County



GEORGE W. SOLOMON

Palmyra

Macoupin County



BERTHA HOLZGRAFE

Havana

Mason County



MARY F. KEYS

Normal

McLean County



NINA L. BROWN
Havana
Mason County



ELSIE M. CLARK
Rushville
Schuyler County



NELLIE P. CAMERY
Henry
Marshall County



MABEL TUCKER
Williamsfield
Knox County



LUCY YOUNGMAN
Bloomington
McLean County



ANNA M. BREMER
Paxton
Ford County



STELLA A. ELLIOTT
Minier
Tazewell County



ALBERT COLVIN
Normal
McLean County



LULU E. OATHOUT
Cissna Park
Iroquois County



ELISE B. JENNY
Highland
Clinton County



LEONA A. LIPPERT
Belleville
St. Clair County



CHRISTIE MOORE
Bloomington
McLean County



OSMOND J. CONDON
Bloomington
McLean County



JENNIE V. BURROUGHS
Normal
McLean County



ETHEL L. BURNER
Normal
McLean County



MRS. GENEVIEVE PIERCE
Chillicothe
Peoria County



ASA P. GODDARD
Lexington
McLean County



H. M. ANDERSON
Tullahoma
Tennessee



JENNIE JOHNSTON
Normal
McLean County



GERTRUDE M. STEVENS
Murphysboro
Jackson County



BERTHA H. BUTZOW
Watseka
Iroquois County



J. VAL WIEKART
Emden
Logan County



NELL CHURCHILL
Bloomington
McLean County



PERRY HELLYER
Cuba
Fulton County

RUBY ALLEN, Carthage, Hancock County.

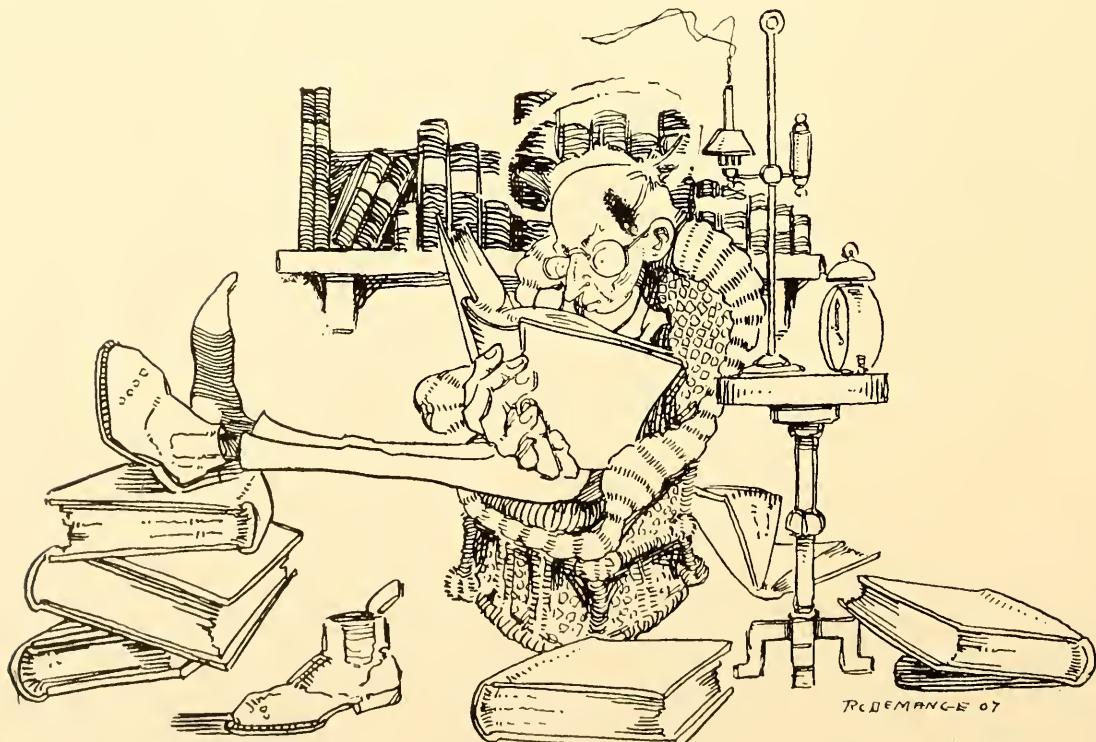
MYRTLE ANGLE, El Paso, Texas.

MINERVA MERKER, Decatur, Macon County

Senior Play.

HAZEL KIRK.

Arthur Carrington	Gresham Griggs
Pitticus Green	Franklin Espey
Dunstan Kirk	Frank Gray
Adron Rodney	Otto E. Reinhart
Barney O'Flynn	Charles H. Brittin
Met	Burt O. Wise
Hazel Kirk	Florence Kindt
Dolly Dulton	Sadie Pepple
Mercia	Esther Mansfield
Lady Carringford	Cora M. Harned
Clara	Nellie Churchill



FACULTY'S CONCEPTION OF A SENIOR.

JUNIORS



History of Junior Class

Behold! the conquering hero comes! Who is it that will not immediately arrive at the final conclusion that "the hero" referred to is the Junior class?

Posing in all our splendor, brilliancy, and magnanimity we are as the midday sun, a path of light to them who come our way. Like the sun it would be impossible for the school to survive without our beaming, warming rays to disperse the storm clouds that frequently appear on the horizon of different sections of the school.

Around us, sustained by the great personal magnetism of our class, travel in their orbit each section of the school. Their faces brighten, their countenances are illumined and verdure is made their way as they, each in turn, receive the softening touches of the class of 1908.

Like the morning sun we appeared above the horizon last fall as a class but obliquely aimed our rays making our effectiveness little felt. But as the year has worn on we have begun to co-operate with each other, throwing our light and influence to strike along more vertical lines until now at full noon we drop our energy in a much more concentrated fashion, everyone in sympathy with his fellowman, looking forward to the same goal, viz., that of the pedagogical profession.

In the early morning as we came peeping over the eastern hills our radiancy fell upon all the stars, viz., Seniors, Sophomores, Freshmen, and indeed they appeared supreme, but as the day wore on and the "sun's" rays began to light up the whole heavens the stars became invisible to the naked eye and could only occasionally be found with a telescope.

However, tho late in the evening one of the stars (Seniors) ventured forth, threw its pale light into the gymnasium and chuckled to itself that it was allowed to shine in its meek way until the "sun" should appear.

From the first morning many of our "rays" have been sought by different members of the school. The Seniors would often have gathered us unto them but we would not. However, some have finally succeeded to get into the sunlight of a few of our "rays." The lower sections, by every device and plan, have attempted to gain access into the sunlight, even the faculty manifests a waxing desire to rest, in their dark hours, in the pleasant atmosphere of our class for if this were not a fact why would Mr. Felmley hold a reception in his office for us once every month and very frequently other members of the faculty invite us to stay with them two or more successive terms?

Many of us were lost in the dark days of the Peninsular Campaign; few fell while bravely fighting the Saracens; others were lost while "fishing" for their economic interests. Many "rays"

have left us of their own free will. Some have gone to light the school room, others to comfort the sick and weary, others to shine as are lights in the halls of justice and still others to set the lamp of hope burning in the souls of the poor and helpless.

As we climbed the eastern sky we attracted and gathered many particles of shining ripples into our ranks until now we stand over one hundred strong, the largest class in school.

As the day has advanced we have been continually concentrating our ideas until now, in our zenith, we are harmoniously laboring side by side, diligently seeking knowledge, and all for the betterment of them with whom we come in contact, especially of the plastic forms who happen to come under our moulding influences.

So here stand we in our zenith for this year. The "sun" is now approaching the western brink and soon will set for this year. Already, gauzy clouds are appearing to darken our spirits, for it has come time to say farewell. Many will leave us never to return. Many will choose other professions. But whatever other vocation any of us are called into we shall always look back to this year with pleasure and gratitude as one of the happiest years ever spent.

And now farewell to the Seniors. We are indeed sorry to see you go. Many times we have wrestled for supremacy but now exists nothing but kindest feeling and admiration for you. We wish you unbounded success in your every attempt.

Now let us hope that next year on the first morning our same "sun," richly decked, will again rise and peacefully ride thru the heavens with no clouds to mar its brightness. For this day the sun has sunk to sleep and all is still. Farewell.

H. A. ALBRIGHT.





Junior Roll.

Abney, Bessie	.....	Creal Springs	.....	Williamson
Ahern, Mabel	.....	Quincy	.....	Adams
Armitage, Louise	.....	Buckingham	.....	Kankakee
Bannon, Evelyn C.	.....	Joliet	.....	Will
Bannon, Margaret M.	.....	Joliet	.....	Will
Bastian, Ora	.....	Hinckley	.....	DeKalb
Bell, Hallie	.....	Bloomington	.....	McLean
Benjamin, Edna	.....	Bloomington	.....	McLean
Bessell, Anna	.....	Schuyler	.....	Brooklyn
Bessell, Bessie	.....	Schuyler	.....	Brooklyn
Blackburn, Jennie	.....	Normal	.....	McLean
Blanchard, Edna L.	.....	Flora	.....	Clay
Bowie, Penelope	.....	Braidwood	.....	Will
Bowie, Elizabeth	.....	Braidwood	.....	Will
Bullock, Lela	.....	El Paso	.....	Woodford
Burnett, Nellie	.....	Sparland	.....	Marshall
Cartmell, Geraldine	.....	Decatur	.....	Macon
Chamberlain, Essie	.....	Pittsfield	.....	Pike
Champion, Jacqueline	.....	Normal	.....	McLean
Cloyd, Lizzie	.....	McLean	.....	McLean
Coates, Edna	.....	Amboy	.....	Lee
Conyers, Edith	.....	Tallula	.....	Cass
Cox, Edith M.	.....	Hudson	.....	McLean
Craig, Edith	.....	Normal	.....	McLean
Crouch, Ruth	.....	Little York	.....	Henderson
DeVine, Kathleen	.....	Sedalia	.....	Missouri
Felmley, Mildred	.....	Normal	.....	McLean
Fruit, Elizabeth	.....	Kenney	.....	DeWitt
Frye, Hazel	.....	Fairbury	.....	Livingston
Fuller, Florence	.....	Normal	.....	McLean
Gardner, Lena	.....	Marseilles	.....	LaSalle
Gilbert, Lorena	.....	Normal	.....	McLean
Gildersleeve, Elsie	.....	Hudson	.....	McLean
Gillespie, Bertha	.....	Perry	.....	Pike
Griffith, Zelva	.....	Catlin	.....	Vermillion

Harshman, Effigene	Griggsville	Pike
Heller, Lottie	Normal	McLean
Hiltabrand, Edna	Henry	Marshall
Hiserodt, Ethel	Gridley	McLean
Hogue, Norma	Monmouth	Warren
Holland Nellie	Freeport	Stephenson
John, Mellie	Cobden	Union
Johnson, Edina	Morris	Grundy
Jones, Annie M.	Auburn	Sangamon
Keys, Anna	Normal	McLean
Kreider, Lorena	Chenoa	McLean
Laird, W. Mae	Maysville	Pike
Litchfield, Emily	Toluca	Marshall
Littwinski, Helen	Freeport	Stephenson
Livingston, Minta	Hudson	McLean
McCormick, Ella	Normal	McLean
McInnes, Edna	Big Rock	Kane
Mehlhop, Margaret	Havana	Mason
Miller, Margaret	Kirkwood	Henderson
Moore, Barbara	Bloomington	McLean
Nixon, Arabella	Marissa	St. Clair
Noonan, Dena	Decatur	Macon
Normile, Nellie	Bloomington	McLean
Osborne, Jane	Freeport	Stephenson
Pace, Lina	Bloomington	McLean
Paul, Ruby	Lexington	McLean
Perry, Barzania	Normal	McLean
Railsback, Marie	Normal	McLean
Rathsack, Mary	Bloomington	McLean
Reeder, Sally	Normal	McLean
Rouse, Cassie	Glasford	Peoria
Sans, Margaret	Normal	McLean
Selby, Hallie	Momence	Kankakee
Shaver, Elizabeth	Lowder	Sangamon
Shay, Veronica	East St. Louis	St. Clair
Smith, Lucia	Normal	McLean
Stansbury, Anna	Normal	McLean
Stenzel, Gussie	Bloomington	McLean
Stiegelmeier, Lilly	Normal	McLean
Terry, Helena	Decatur	Macon
Thornton, Sara	Sadorus	Champaign
Thrane, Bertha	Chenoa	McLean
Uhls, Gladys	DuQuoin	Perry
Ward, Mary M.	Glasgow	Scott
Weir, Bessie	Elizabeth	JoDavies
Welty, Edith	Cerro Gordo	Piatt
Adams, John	Olney	Richland
Albright, Harry	Waldron	Kankakee
Appel, C. George	Mt. Carroll	Carroll
Colton, James	Normal	McLean
Crist, Jay D.	Normal	McLean
Dickman, Charles	Pontiac	Livingston
Dingledine, Ira	Normal	McLean
Fitzgerrell, Guy	Normal	McLean
Heavener, Floyd	Piper City	Ford
Hudelson, Robert R.	Chambersburg	Pike
Kurtz, Edward	Olney	Richland
Laughlin, Roy E.	Bridgeport	Lawrence
Lomibao, Roque	Dagupan	P. I.
McKean, Herbert	Woodson	Morgan
Pulliam, Madison	Glenarm	Sangamon
Shaver, Eugene	Normal	McLean
Stewart, George R.	Randolph	McLean
Tompkins, E. Ray	Bloomington	McLean
Varela, Vicente	Bago	Philippine Islands
Weber, Oscar F.	Belleville	St. Clair
Williams, Elijah	Kimmundy	Marion

Junior Banquet

The Library, beautified with hot-house plants, was the scene of the annual reception given by the Juniors to the Seniors and the Faculty from seven to eight o'clock on the evening of June 3. All were glad to meet in this way, but sorry that it was the last time we would meet the Seniors as Seniors.

At eight o'clock this happy family was ushered into the gymnasium, which had been most beautifully transformed into a daisy garden with touches of red and white. This combination of Senior colors, red and white, with the Junior colors, green and white, made a delightful background. It was a happy coincidence that red and white were Senior colors as well as school colors. The Junior flower, the daisy, had been artistically woven into the meshes of tennis nets on the walls.

But the center of attraction for all was the large table in the midst arranged in the shape of the letter "N." The individual places were discovered by daisy place cards. The Seniors were arranged along one of the outside flanks, the Juniors occupying the other and the members of the Faculty, and those who gave the toasts sat in the middle. The gustatory sense was soon given opportunity to test the culinary perfection of the following menu:

Mint Sherbet	
Chicken Croquettes	
Peas	Tea Rolls
Ham Sandwiches	
Pickles	Olives
Nut Salad	
Ice Cream	Cake
Chocolate,	with Whipped Cream

Following this good part came one just as interesting, if not more so. Miss Essie Chamberlain, the Junior president, proved herself a fitting symposiarch for this occasion. Mr. Elijah Williams was the first to speak and expressed in a way all his own feeling for the Faculty. This was responded to by Mr. Keith in his usual witty style. Mr. Madison Pulliam toasted the Senior class. Next, the Senior girls were most highly honored by Mr. Eugene Shaver. Miss Nellie Holland next most humorously toasted the Senior boys.

Last, but not least, a poem on the Junior class, composed by Miss Jacqueline Champion was read by Miss Hazel Frye.

At a late hour the members of the party returned home, gratified and confident that the Juniors were indeed congenial and worthy of any praise said in their favor.

The Hallowe'en Party

The Junior party given on Hallowe'en was one of the best and most highly appreciated events of the year. It was somewhat different, this year, from any given heretofore, it being a good old-fashioned masquerade such as our worthy grandparents enjoyed in "the good old days."

The party was given in the gymnasium, which was beautifully decorated. Streamers of green and white radiated from the ceiling to the balcony. Pumpkin head Jack O'lanterns hung around the walls, giving the scene a Sleepy Hollow look.

At eight o'clock the guests arrived, dressed in all sorts of costumes, many of them very becoming.

Among the many amusements of the evening, a booth of corn stalks had been erected in one corner of the gymnasium, where Misses Dodge and Peck held sway as Mystic Oracles and poured pleasing things into the ears of those who desired a peep into their future life.

At ten o'clock, refreshments consisting of pumpkin pie and apples were served. After giving numerous class yells, the party broke up. Everyone was conscious of having had a good time and loud in his praises for the Juniors as entertainers.



Jennie Blackburn—

“Let me again see the man with sunset crown,
Who wished to escort me out of town.”

Roque Lomibao—

“One vast substantial smile.”

Leua Garduer—

“I’m saddest when I sing, sadder those who hear me.”

Kathleen DeVine—

“She’s all my fancy painted her.”
“She’s lovely, she’s divine.”

E. R. Tompkins—

“I’m not in the role of common men.”

Elijah Williams—

“The pollywog died a laughing,
To see him wag his jaw.”

Geraldine Cartuwell—

“As headstrong as an allegory on the banks of the Nile.”

George Appel—

“He speaks each night for Cicero
Which as everybody knows,
Is worse for them than working in Rhetoricals,
Or scaring off the crows.”

Floyd Heavner—

“He is a ladies’ man,
His smiles are truly winning.”

Senior Class—

“Magnificent spectacle of human happiness.”

Laura Sageser—

“Quality, not quantity.”

Ella McCormick—

“If to her share some female errors fall,
Look on her face, and you’ll forget them all.”

Gladys Uhls—

“A home-grown product from Egypt.”

“Doc” Pulliam—

“There must be some good hard work in him, for none ever come out.”



Beryl Bacon—

“Some there be who would have ‘Bacon’ no longer.”

Roy Laughlin—

“He could distinguish and divide a hair twixt south and southwest side.”

Lilly Steigelmeier—

“It hurts every time I pronounce it.”

Jane Osborne—

“When she smiles the ‘Moon’ doth beam.”

Helena Terry—

“Three-fifths genius and the rest pure fudge.”

Ora Bastian—

Charles Dickman—

“She’s a winsome wee thing.”

“If there’s any politics in college, I’m it.”

“*H. A. McKean*, with tragedy in his face,
Runs the Y.M.C.A., and with that tune keeps pace,
I arise to a point of order, I kick on the Junior’s hop,”
He’ll run up against a mule some day,
And then perhaps he’ll stop.”

Chester Dillon—

“A cork that can’t be kept under water many minutes at a time.”

Ethel Hiserodt—

“In regard to her we would suggest that you ask George, Box 1010,
Peoria, Ill.”

Sally Reeder—

“As a cowboy, Oh ain’t I cute,
Now watch me shoot.”

Nellie Holland—

“Little Nellie went to Springfield,
Just the folks to see,
For you know in future years
Perhaps Doc’s wife she’ll be.”



III.

Oscar Weber— “Why is his hair like heaven?”
“Because there is no parting there.”

Cassie Rouse— “Rouse mit ihm, Cassie.”

Hasel Frye— “She has a cool collected look,
As if her pulses beat by book.”

Norma Hogue— “Her smile is as loud as another's life.”

Vicente Varela— “He is the very pineapple of politeness.”

Edith Cox— “Be to her virtues very kind,
And to her faults a little blind.”

Eugene Shaver— “Oh sweet pale Margaret,
Oh rare pale Margaret,
Come down, come down,
And hear me speak.”

Edith Conyers— “Grinning in the morning,
Giggling at noon,
Laughing all the evening,
Roaring at the moon.”

Essie Chamberlain— “Hear ye not the hum of mighty workings?”

Jacqueline Champion and George R. Stewart— “We've been friends together in sunshine and in shade.”

Edna Coates— “When found make a note of.”

Ruth Crouch— “Too much of a good thing.”

Edith Craig— “Her stature tall—I hate a dumpy woman.”

Nellie Burnett— “Least said, soonest mended.”

Edward Kurtz— “A good man gone wrong.”

Lizzie Cloyd— “Prouder than rustling in unpaid silk.”

Robert Hudelson— “I am as sober as a judge.”

Harry Albright— “Far off his coming shone.”

Dena Noonan— “Susie—that's all.”

Junior Play.

“For A Night Only.”

Prof. Martin Goldwhimney	Charles Dickman
Dr. Leopold Newman, his son-in-law.....	Harry Albright
Mr. Charles Harkins	Robert Hudelson
Jack Harkins, his son (whose “nom de theatre” is Emil Hawkins)..	Jay Crist
Sparton Spurgins Spotts, a theatrical manager, leading heavy, etc.....	Herbert McKean
Mrs. Goldwhimney	Bertha Gillespie
Mrs. Newman.....	Her daughters.....
Paula	{ Geraldine Cartmell
Rosa, a maid servant	Ora Bastian
	Laura Sageser





Sophomore Roll.

Archibald, Lulu	Coal City	Grundy
Armitage, Bessie	Buckingham	Kankakee
Bassett, Hazel	Dunlap	Peoria
Brian, Floid	Sumner	Lawrence
Brown, Clifford	Normal	McLean
Brown, Edward	Normal	McLean
Chamberlain, Eloise	Normal	McLean
Diehl, Harry	Ipava	Fulton
Dougherty, Margaret	Bloomington	McLean
Durflinger, Blanche	Niantic	Macon
Findley, Delbert	Parkersburg	Richland
Fruit, Clementine	Kenney	DeWitt
Fruit, Elsie	Kenney	DeWitt
Gaines, Myra	Champaign	Champaign
Glover, Hazel	Magnolia	Putnam
Hartley, Bertha	Sheller	Jefferson
Hemmer, William	O'Fallon	St. Clair
Jinnett, N. B., Jr.	Vera	Fayette
Kirkpatrick, William	Virginia	Cass
Kurtz, Margaret	Johnsonville	Wayne
Lake, Edan	Dana	LaSalle
Lemme, William B.	Ohlman	Montgomery
Lyle, Carrie	Bradford	Stark
Maceda, Sixto	Pagsanjan	Philippine Islands
Malcolm, Jessie	Carbon Hill	Grundy
McDowell, Zona	Belknap	Johnson
Natividad, Domingo	San Jose	Philippine Islands
Nystrom, Esther	Peoria	Peoria

Paine, Earl	Hopedale	Tazewell
Patchett, Ilah	Reddick	Kankakee
Pond, Grace	Beardstown	Cass
Reay, Mary	Braceville	Grundy
Rehmer, Myrtle	Cazenovia	Woodford
Robinson, Clara	Beason	Logan
Sackett, Mamie	Nashville	Washington
Scott, Myrtle	Wapella	DeWitt
Sheeks, Mary	Greenup	Cumberland
Shinkle, Edward	Normal	McLean
Shreffler, Algie	Glasford	Peoria
Smith, Clara	Alta	Peoria
Smith, Charlotte	Normal	McLean
Speers, Ethel	Edelstein	Peoria
Stewart, Alvinus	Fancy Prairie	Menard
Sweeney, Bernadine	Bloomington	McLean
Theis, Ethel	Minier	Tazewell
Tucker, Louise	Normal	McLean
Tulpin, Pearle	Pawnee	Sangamon
Votaw, Lilah	Neoga	Cumberland
Wallin, Marie	Normal	McLean
Weldon, Mary	Kerrick	McLean
Whitaker, Charles	Beason	Logan
Yoder, Lee	Normal	McLean
Yoder, Mary	Normal	McLean





Freshman Roll.

Alderson, Lee	Vera	Fayette
Ambrose, James	Hudson	McLean
Ammel, Corinne	Belleville	St. Clair
Anderson, Mabel	LeRoy	McLean
Anderson, Nora	Loda	Ford
Bagby, Lela	Pittsfield	Pike
Blair, Joe	Normal	McLean
Blackburn, John	Edwardsville	Madison
Blair, Carrie M.	Normal	McLean
Boslough, Mabel	Mendota	LaSalle
Benjamin, Paul	Bloomington	McLean
Brown, Beaulah	Wenona	Marshall
Brown, Leota	Normal	McLean
Burdette, Lottie	Goodfield	Woodford
Brooke, Ima	Normal	McLean
Chamberlain, L. Wynn	Normal	McLean
Chamberlain, Vida	Pittsfield	Pike
Chism, Chester	Normal	McLean
Coen, Constance	Normal	McLean
Cooper, Crit	Normal	McLean
Cooper, Myrtle	Normal	McLean
Davis, Bessie	Decatur	Macon
Davison, Lela	Minonk	Woodford
Denison, Sidney	Bridgeport	Lawrence
Dingledine, Bessie	Washington	Tazewell
Dingledine, Mabel	Washington	Tazewell
Dodge, Ina	Pleasant Hill	Pike
Doerr, Amelia	Carondelet	St. Clair
Donaldson, Helena	Urbana	Champaign
Dunn, Edith	Mt. Auburn	Christian
Ethell, Pearl	LeRoy	McLean
Felten, Clara	Normal	McLean

Fox, W. S.	Gibson City	Ford
Gibbs, Ella	Gridley	McLean
Griggs, George	Sumner	Lawrence
Harbert, Bessie	Hendryx	McLean
Henderson, Fay	Carllock	McLean
Hickey, Josie	Roberts	Ford
Hickey, Mary	Roberts	Ford
Hodges, Agnes	Princeville	Peoria
Hornbaker, Ray	Glasford	Peoria
Hollis, Grace	Randolph	DeWitt
Hostettler, Earl	Olney	Richland
Irwin, Alta	Normal	McLean
Jenney, Lucie	Highland	Clinton
Johnson, Florence	Normal	McLean
Jimmings, Vera	Secor	Woodford
Kyle, Ada	Trivoli	Peoria
Keller, Daisy	Peoria	Peoria
Lantz, Edna	Bloomington	McLean
Larrabee, Everett	Decatur	Macon
LaRash, Luella	Clinton	DeWitt
Macey, Lucille	Normal	McLean
McKean, Charles	Woodson	Morgan
McCormick, Grace	Normal	McLean
Marshall, Paul	Chillicothe	Marshall
Marshall, Grace	Chillicothe	Marshall
Moran, Alice	Braidwood	Will
Murphy, Kathryn	Braidwood	Will
O'Brien, Margaret	Bloomington	McLean
Petri, Pauline	Minonk	Woodford
Pfeiffer, Loretta	O'Fallon	St. Clair
People, Charles	Sumner	Lawrence
Pilcher, Alice	Chandlersville	Cass
Ramsey, Florence	Fairbury	Livingston
Redd, Alvah	St. Elmo	Fayette
Reeves, Bert	Weldon	Macon
Riseling, Mae	Bloomington	McLean
Ritter, Florence	Colfax	McLean
Scarecliff, Addie	Glasford	Peoria
Seranton, Lena	Neho	Pike
Shanklin, Ada	Normal	McLean
Shaver, Mildred	Normal	McLean
Simmons, Edyth	Bloomington	McLean
Smith, Leota	Milford	Iroquois
Perry, Anna	Allentown	Tazewell
Stewart, Addie	Bloomington	McLean
Stewart, Eva	Randolph	McLean
Vannier, Ina	Bluff	Scott
Wadsworth, Clarence	Rock Island	Rock Island
Weidinger, Anna	Bloomington	McLean
Weil, Arthur	Shiloh	St. Clair
Willey, Forest	Magnolia	Putnam
Windmiller, Ruby	Pleasant Hill	Pike
Zimmerman, Eva	Tonica	LaSalle
Zogg, Marguerite	Odell	Livingston

The Semi-Centennial Celebration.

Since and whereas the "Old Normal" is now fifty years old, the alumni are coming back—June 6 to 9—to assist in an appropriate Jubilee Celebration.

On Thursday evening the President's Reception will be planned to include all visiting alumni and friends. The real demonstration will begin on Friday morning at which time congratulatory addresses will be given by Governor Deneen; President E. J. James, of the State University; State Superintendent of Public Instruction F. G. Blair; a representative of the denominational colleges of the State; a representative from each of the State Normal Schools; a representative of the county superintendents, city superintendents, high school principals, etc., etc. At this same session the former presidents of the school who are now living will speak, and a member of the State Board of Education will respond on behalf of the institution, to the congratulatory addresses delivered.

On Friday afternoon classes and groups of classes will hold reunions in the building and on the campus. If the alumni are inclined, there may be some athletic sports in the afternoon, also.

The greatest event of the day, however, is to be the banquet in the gymnasium. It is to begin at six o'clock and end whenever possible. Three hundred plates will be provided in the gymnasium. If more people wish to attend another room, probably number nine, will be made ready and the banquet served therein. At the conclusion, the banqueters will adjourn to the gallery of the gymnasium to hear the toasts.

On Saturday morning there is to be a conference on, "What is the Function of the Normal School." The chief speakers will be normal school presidents from other states.

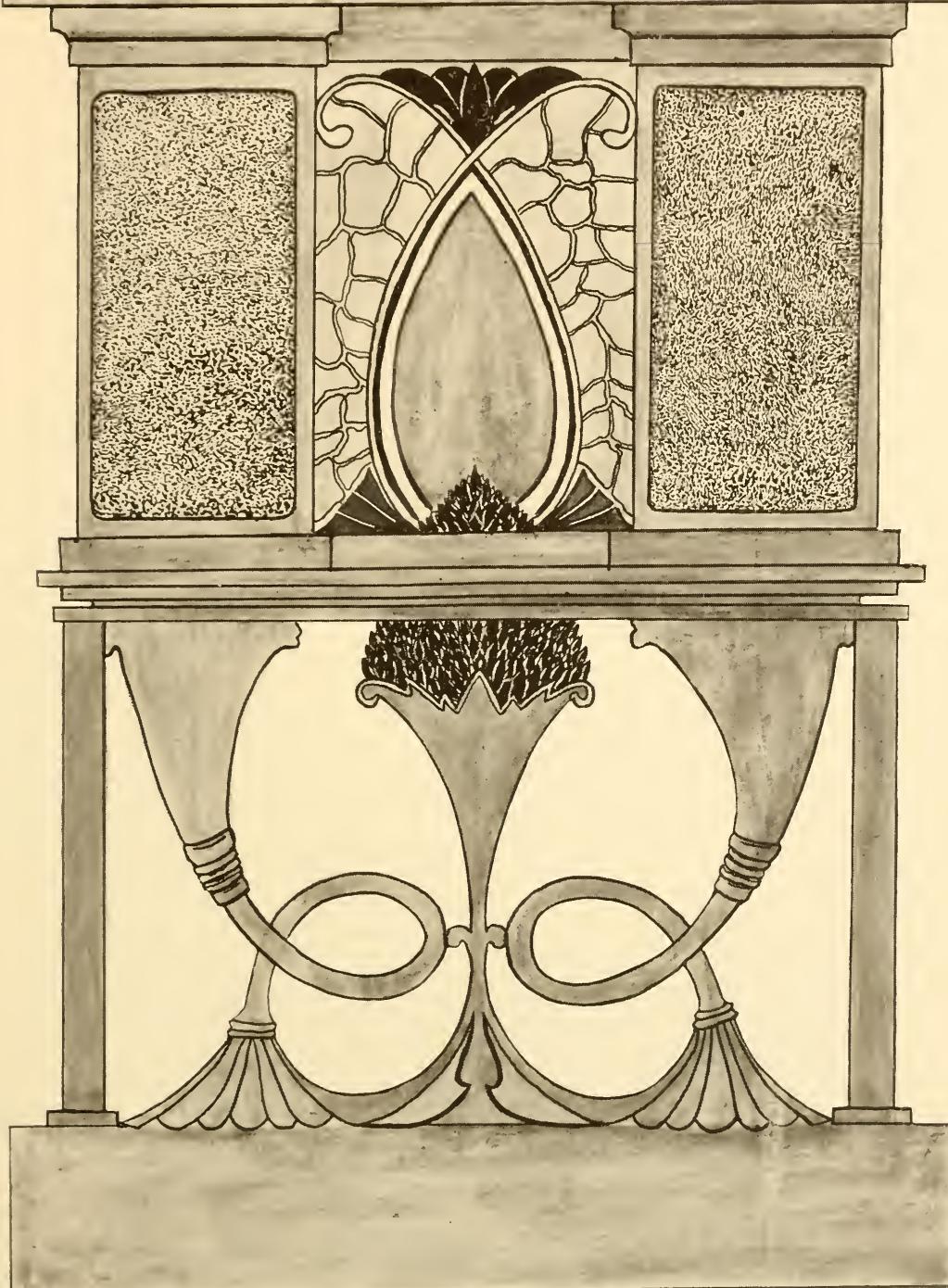
Saturday evening will be given over to alumni programs in Philadelphia and Wrightonia. To specify those who are to take part would hardly be fair, but it may be safely asserted that there will be something doing all the time.

On Sunday morning, as a fitting close to the demonstrations of the love of all former and present students for the old school, President Hieronymus, of Eureka College, will deliver the Semi-Centennial Sermon.

JOHN A. KEITH.

*Time writes no wrinkle on thine azure brow.
Such as creation's dawning beheld, thou rollest now.*
—Byron.

ORGANIZATIONS



Wrightonia.

Wrightonia has not been slow in responding to the stimulus that has come with the effort of the school in general to make this fiftieth year a memorable one.

The officers of the society during the past year have all worked hard to increase the interest and better the society work in general. Mr. Herbert McKean, as President in the fall term gave the society a good start, and the same spirit of progress was carried further by his successor, Mr. O. A. Barr. One of the most noticeable features of the year's work has been the willingness to work on the part of the members. This has been shown in the improvement of the programs and the improvement of the society hall and parlor. New furniture was purchased for the stage and for the parlor, and each presents a very different appearance.

In Mr. Barr's term of office the Inter-Society contest was held which was won by Wrightonia. The instrumental music was the only number that was lost, and one judge voted for the Wrightonian contestant in that case. Mr. Scheid, the president during the spring term, has worked hard, and with the assistance of Miss Edna Gray as secretary, has kept up the standard of the programs, and the term's society work has been a most pleasant one.

The school year of 1906-'07 is a noteworthy one from the standpoint of accomplishing the work that was planned at the beginning of the fall term. We have done a great deal of good both for ourselves and the society this year, and our only hope is that it be carried further and improved upon to a greater degree next year.

ELIJAH WILLIAMS.



Philadelphia

This is the year of celebration. It is the fiftieth anniversary of the founding of our school, the fiftieth anniversary of our president's birth and lastly this is the fiftieth year in the life of the Philadelphian society. The founding of this society was by no means an unimportant incident. Many of the men and women who were members have risen to places of eminence and influence and of these, as of all her sons and daughters, Philadelphia has reason to be proud. The attitude of these sons and daughters is also testimony of the fact that of her "meek flock the people joyed to be."

But we are not wholly given up to distant retrospection. As we look over the road just traveled we see that some hopes have not been realized, some ends unattained, but there is much of which to be proud.

Altho we lost the contest perhaps we have a right to feel that we fought a good fight; and the contest is not the only thing for which to work. The interest thruout the year has been above the average in intensity, even lasting thru the spring term. We feel that this portends a successful future.

The society has tried to beautify its hall and parlor in anticipation of her guests who are to come back this year, and altho the work has been carried on in the face of adversities, the willingness on the part of students to suffer personal sacrifice for this work has greatly aided the cause.

The presidents for the fall and winter—Mr. Smith and Mr. Gray—have been men of ability and society spirit and much of the successful work is due to their efforts.

As we meet with and welcome back the returning Philadelphian alumni we will be glad to join them in paying tribute to the oldest literary society of the I.S.N.U. and "hang our wreath on her 'time' honored urn."

FLORENCE OLSON.

A student unacquainted with the attempts of former adventurers is always apt to overrate his own abilities, to mistake the most trifling excursions for discoveries of moment, and every coast new to him for a new found country.

The more extensive, therefore, your acquaintance is with the works of those who have excelled, the more extensive will be your powers of invention; and what may appear still more like a paradox, the more original will be your conceptions.

—Sir Joshua Reynolds.

Y. M. C. A.

Fifty years of faithful work in the I.S.N.U. is now done and thirty-six years of faithful work in our Y.M.C.A. is complete. We sincerely hope that the Y.M.C.A. work will continue as a factor in the life of the young men of our institution.

During the past year much earnest work has been done. Many of our members have been very faithful and to the efforts of these faithful ones we attribute results that have been accomplished. Those who have worked hardest have received the most benefit for it is true of the Y.M.C.A. work as of all others that what we can take from it is in proportion to what we bring to it.

Our society was represented at the Geneva Summer Conference last summer by Mr. Charles Fahrnkopf, at Illinois State Convention by Mr. Charles McKean, at the conference held in Bloomington by numerous representatives, and the prospects for representatives at Geneva this year are very good. The work for next year has been planned and begun and we are looking forward to a pleasant and prosperous year in '07-'08.

Our association stands for the thorough development of our young men spiritually as well as mentally and bodily. We believe with Dr. Richard Edwards, as he announced to us at the meeting held in his home, that "the life of the person who lacks spiritual development is a failure." No young man can afford to neglect this part of his preparation for life and especially can no young man who is to have a teacher's influence in the moulding of the characters of our boys and girls afford to neglect it. We, therefore, wish to extend to the young men the invitation, "Come thou with us and we will do thee good."

H. A. MCKEAN.

*Religion blushing, veils her sacred fires,
And unawares morality expires
Nor public fame, nor private dares to share;
Nor human spark is left, nor glimpse divine!
So! thy dread empire, chaos, is restored;
Light dies before thy uncreating word;
Thy hand, great Anarch! lets the curtain fall,
And universal darkness buries all.*

—Popc.

Y. W. C. A.

Altho the Y.W.C.A. does not celebrate its fiftieth anniversary this year, we are proud of the fact that the local association was the first Y.W.C.A. ever organized (November 12, 1872), and we feel that the life and work of this department may be measured by a more liberal standard than mere years.

The association has spread to many lands and is annually helping hundreds of young women to purer, nobler ways of living. During this year the two national associations have affiliated and we are now a part of this union organization.

We have aimed this year to do our very best and to accomplish all the good possible—how far we have succeeded is known only to Him in whose name we work.

The sacred concert held last June, under the direction of Mr. Westhoff, was so successful that a similar one is to be given each year.

The Bible Study Class, led by Miss Lillian Barton, has spent a profitable year's work on "Studies in the Life of Jesus Christ."

We have received much inspiration from our delegates to the various conventions. Miss Draper represented us at Winona Lake, and we were represented at the state convention at Champaign, also.

Not only have we worked for the spiritual side of life, but for the social as well. Among the most enjoyable affairs in this line were the term social, or "Fish Party," given more especially for the new students early in the fall term; the luncheon when our state secretary, Miss Weeks, visited us; and the bazaar held just before the holidays.

Not the least of the good done by the Y.W.C.A. is the pleasant memories which our work here will afford in later life, and all who have worked together will surely join in saying, "The Lord watch between me and thee, while we are absent one from the other."

Alice C. LEASE.

Religion! what treasure untold
Resides in that heavenly world!
More precious than silver and gold,
Or all that this earth can afford.

—*Alex. Selkirk.*

Cicero

Now what has Cicero been doing the past year? Much indeed that cannot find place here. Speaking in general, Cicero has become strengthened in every department of its organization.

First of all, we note a change in the administration from democratic to republican. The presidents of the society and also of the model senate have been the representatives of this party. Those who have held office for the past year are: President, Fall Term, H. A. Albright; President, Winter Term, J. N. Adams; President, Spring Term, R. E. Laughlin; President, Model Senate, Fall Term, C. G. Appel; Winter Term, H. A. Albright; Spring Term, Elmer Gingerich.

The programs during the year have been excellent. The debate was ever held in prominence. The general tone of the readings and essays also mark a step in advance. The same may also be truthfully said of the musical numbers.

The model senate has played an important part in the society. Great national questions have been debated, and it is the general opinion that the work in this department of Cicero is very beneficial.

The Ciceronian constitution has been closely scrutinized, amended where it was deemed expedient, and indeed closely observed as a whole. A revision committee is at work now redrafting the instrument. The keeping of the records in every department has been improved upon, in order that people looking back may easily ascertain what has been done during the year.

The membership is larger than ever before. At no time has it been less than three-fourths of the male members of the school, the attendance reaching the highest in the fall term when seventy-two had their names on the books as members.

The social side of the society has not been neglected, and at several times enjoyable entertainments have been given. In all, Cicero is in a fine condition to begin operations in the fall of 1907.

C. G. APPEL.



Sapphonian Society

When Friday evening comes and the week's recitations are over, there is a tendency on the part of most of us to throw off the cares of our school duties for the rest of the day. To the girls of the school the Sapphonian society offers the opportunity for this pursuit of their chosen interests.

The Sapphonian society works in committees, all girls interested in the same thing forming a committee. The distinguishing feature of the society is that each member does the work she most enjoys and each committee has a certain definite aim for which it works. This year we have had three committees. Each committee has its special meeting every other week and on Friday evening of the intervening week all meet together at an open meeting to which the girls of the school are invited, the program being furnished by one of the committees.

The travelers' committee this year have taken imaginary journeys thru Great Britain, Germany, and Japan, noticing especially the natural scenery and the people, their modes of living, customs, and industries. Excellent programs have been presented at the open meetings.

The music committee have pursued a very interesting study under the leadership of Mrs. Cunningham. During the year they have studied Rubenstein and Chopin. The Shakespearian songs that have been set to music, Irish folk-songs and some of the French compositions. This committee has some members who show exceptional ability and the programs have been of a very high standard.

The girls of the Literature committee have studied four plays from Æschylus, Agamemnon, The Libation-pourers, The Eumenides, and Prometheus Bound, together with one of the modern Prometheus stories. The committee presented the Libation-pourers with the characters in Greek costumes.

The Sapphonian society this year completes the twentieth year of its work and it is hoped that during the next twenty years the influence and membership may continually increase.

ANNA BREMER.

A man or woman in public or private life, whoever works only for the sake of the reward that comes for the work, will in the long run do poor work always.

—John Ruskin.

Girls' Debating Club.

The Girls' Debating Club, the youngest literary organization in the school, was established in 1903, by a number of girls wishing practice in debate. In the beginning and during several terms since when the members have so wished, the club at alternate meetings has held sessions of the Model House, but throughout the past year this has been abandoned and all the meetings have been given over to regular literary programs. As a rule the attendance has been good and participation in the work praiseworthy. The club does not aspire to a large membership; but what it does value is faithful workers.

Our purpose in giving our programs is not merely to furnish entertainment, but rather to gain for ourselves ease and confidence in speaking before an audience, and to give something of value to the audience.

The programs are generally based on some central topic. Among those which have been especially successful we remember the Japanese, Domestic Science, and Roman programs. For the latter program two boys from the Ciceronian Society furnished a debate which we greatly appreciated.

The club this year has been especially fortunate in the selection of its presidents. They have all been girls who were willing to work and who, moreover, put their hearts into the work. The members of the club feel that the success of this year is due in great part to the leadership of its presidents and to the help of Miss Blanchard, who at all times has worked with us faithfully.

While we appreciate all the good times afforded by the society, we must remember that we are organized for work. Let us try next year to do more efficient work and to be always regular in our attendance and faithful in the performance of our duty.

MARY RATHSACK.

If a man can write a better book, preach a better sermon, or make a better mousetrap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door.

—Ralph Waldo Emerson.

The Lecture Association.

The purpose of the Lecture Association is to provide a course of first class entertainments during the school year at a nominal charge to holders of season tickets. During the past year five numbers were given as follows:

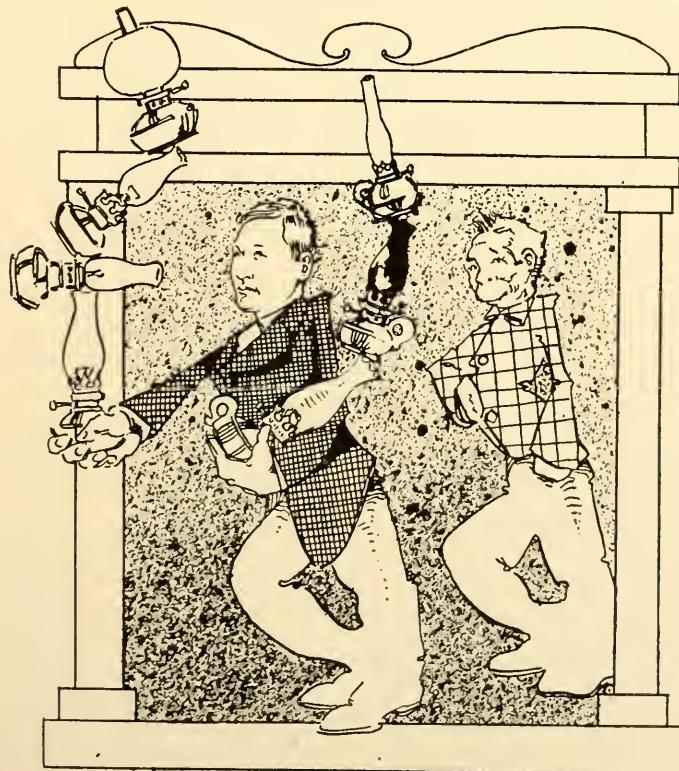
1. Victor's Royal Venetian Band.
2. Our Contemporary Ancestors—Dr. W. J. Frost, President of Berea College.
3. Whitney Brothers' Quartette.
4. Readings from David Copperfield—Charles S. Underhill.
5. Lecture—Henry Churchill King, President of Oberlin College.

The business of the Lecture Association is managed by a Lecture Board of thirteen members. Four members of this Board are elected from the student body by the students who hold season tickets; three members are chosen from the faculty by vote of the faculty; the five pastors of the churches of Normal and the superintendent of the Normal public schools are members of the Board, *c.r-officio*. A president, first vice-president, second vice-president and a treasurer are chosen from the student members of the Board, and a secretary from the faculty members. The officers for 1906-07 were as follows: President, Francis Gray; first vice-president, Florence Olson; second vice-president, Oren A. Barr; treasurer, Gertrude Stephens; secretary, Mabel Cummings.

The Board for 1907-08 has been organized with the following officers: President, Lena Gardner; first vice-president, Geraldine Cartmell; second vice-president, Oscar F. Weber; treasurer, Robert Hudelson; secretary, Mabel Cummings.

The Board of Education furnishes the Auditorium without charge to the Lecture Association so that all money received is used for procuring the talent. In case the receipts warrant, additional numbers are given without extra charge to holders of season tickets.

D. C. RIDGLEY.



The Vidette.

Of all the student enterprises, the school paper is the most popular and perhaps the most important. It reflects the life and vigor of the school, and thus the students are made to feel the quickening spirit of the institution which they have formed.

Our own paper, *The Vidette*, is no exception to the rule. Its weekly visits have been a genuine pleasure to all. Faculty, students, and friends far away, have eagerly sought its pages to breathe anew the vivifying atmosphere of the Old Normal.

The paper started out last fall under favorable auspices and has been well supported during the year. In spite of the added expense of a weekly and in spite of the almost futile effort to retain a business manager, *The Vidette* has prospered. While Mr. Griggs and Mr. Freeland deserve merited praise for starting *The Vidette* on a firm foundation, Mr. Brittin has won the honor of saving it from bankruptcy.

Mr. Reinhart has been editor-in-chief, and the editorials have partaken largely of the vigor, directness, and erudition of the editor. His views have been openly, fearlessly, and courteously expressed. Early in the year, he surrounded himself with an able corps of energetic associates who have faithfully and creditably edited their respective departments.

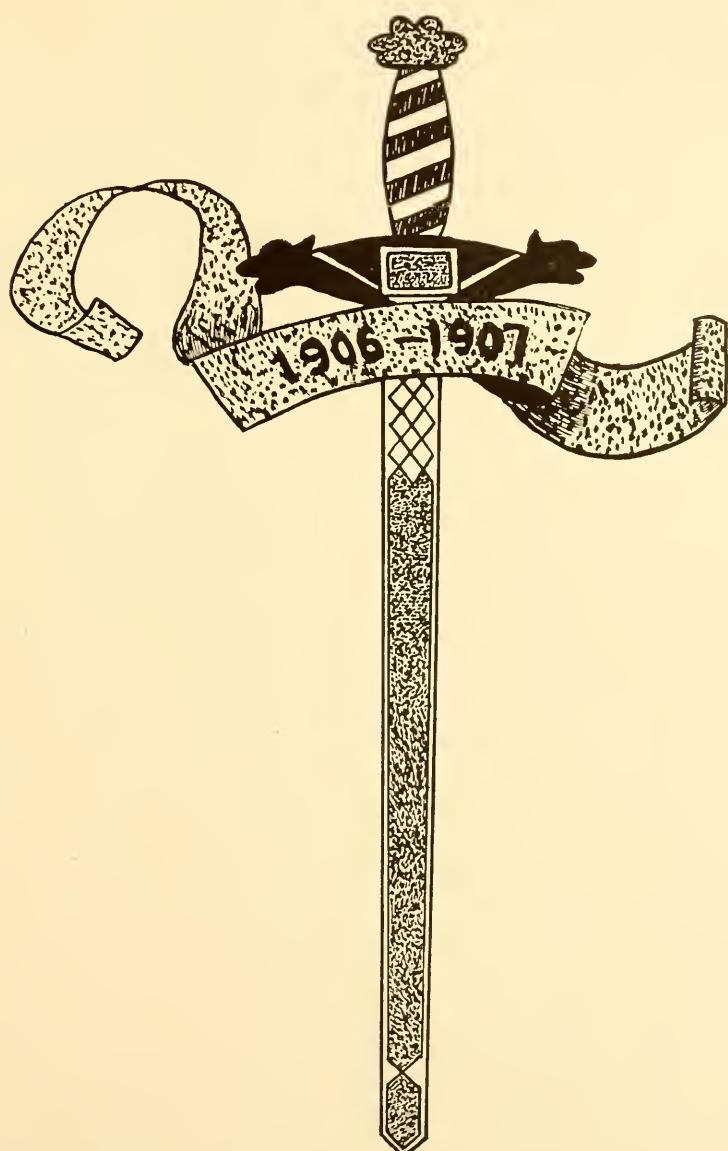
As we step to the footlights for the last time, we look back with grateful acknowledgment on the pleasure and inspiration, we have gotten from your cheery pages.

OREN A. BARR.

Lord, let me never tag a moral to a story, nor tell a story without a meaning. Make me respect my material so much that I dare not slight my work. Help me to deal very honestly with words and with people because they are both alive. Show me that as in a river, so in a writing, clearness is the best quality; and a little that is pure is worth more than much that is mixed. Teach me to see the local color without being blind to the inner light. Give me an ideal that will stand the strain of weaving into human stuff on the loom of the reel. Keep me from caring more for books than for folks, for art than for life. Steady me to do my full stint of work as well as I can; and when that is done, stop me, pay what wages Thou wilt, and help me to say, from a quiet heart, a grateful Amen.

—Henry VanDyke.

CONTESTS





The Inter Society Contest.

For another year the purple and gold shall have full sway over our campus.

For several weeks before the Christmas vacation, the students of the I.S.N.U. were filled with excitement, for on the Friday before vacation, was to occur the annual contest between Wrightonia and Philadelphia. Color rushes were many; ascents to the belfry in the dark of night occurred. The nervous strain under which the students were held grew greater and greater, each event stirring the flame to more intense heat.

On Friday evening, December 21, old Normal Hall was filled. The Wrights had been victorious in the basket ball contest of Thursday, thus winning the privilege of flying their colors over the gym in 1907. Both societies were determined to win the literary contest and the right to fly their colors from the main building. Hence neither society was lacking in spirit on this eventful night.

Attention was excellent, the program being an exceptionally fine one. At recess each society gave vent to its feelings and the hall was filled with a mixture of the songs and yells of both.

The crucial moment came just before the judges' decision. Everyone present was keyed to the highest pitch, and awaited with bated breath the opinion of the judges.

When President Felmley announced that Philadelphia had won the instrumental music and Wrightonia the other six points, her supporters literally "went wild." It is not necessary to speak in particular of any number; all were excellent as was portrayed by the fact that the judges were divided in their decisions, the debate and oration alone being unanimous.



PROGRAM.

Piano Duet—Overture, William Tell.....*Rossini*
Misses Triplett and Hoierman

DEBATE—*Resolved*, That the general property tax in so far as it is a state tax, should be superseded by some form or forms of taxation other than a tax on personality or realty.

Affirmed—Otto E. Reinhart, Daniel Hannon.

Denied—Minnie Vautrin, John Adams.

Vocal Solo—

(a) Maids of Seville.....*Luigi Denza*
(b) Carmena.....*H. Lane Wilion*
Sadie Pepple

Vocal Solo—

(a) If Doughty Deeds My Lady Please.....*Arthur S. Sullivan*
(b) The Minstrel Boy*Harry Rowe Shelley*
Leslie Stansbury

RECESS.

Essay—The Simple Living.....*Florence Olsen*

Essay—Some Results of the Illinois Juvenile Court Law.....*Gertrude Stephens*

Recitation—Brier Rose.....*Hjalmar Hjorth Boyesen*
Ora Bastian

Recitation—The Dawn of the Soul's Awakening from "Barabas" by
Marie Correlli*Cutting*
Cora M. Harned

Piano Solo—

(a) Spring Song*Liebling*
(b) Etude in G, Minor Octave.....*Carl Beecher*
Floyd Godfrey

Piano Solo—

(a) Nachtstucke, Opus 23*Schumann*
(b) Polka de la Reine, Opus 95.....*Raff*
Mrs. Genevieve Pierce

Oration—The American Proletariat.....*Jas. Smith*

Oration—The First Need of the Filipinos.....*Miguel Niedao*

Philadelphians lead in all exercises except debate.

Number of contests	46
Contests won by Wrightonia.....	25
Contests won by Philadelphia	18
Points won by Wrightonia	154
Points won by Philadelphia	146
Wrightonians "whitewashed"	1
Philadelphians "whitewashed"	3
Number of ties	3

The Edwards Contest.

On Saturday evening, February 23, was held the Edwards Oratorical and Declamatory Contest in Normal Hall. Professor Woodward had put a great deal of work on the contest in the way of getting people to go on for either oration or declamation. A large number promised but when the time for the event arrived, there were but three orators to compete for honors. Quite a number of young ladies were in the preliminary contest, the winners of this being those who took part in the Edwards Contest.

All of the orators had worked for weeks on their respective themes and the oratorical contest was much better than the average one. The delivery of each person showed careful training. Mr. Nicdao was the winner, and was given the Edwards gold medal and the right to represent the school in the Inter-Normal contest.

The young ladies who recited had spent much time in training and the decision of the judges was awaited with interest. Miss Mansfield was given first place and the medal.

On the whole the contest this year was very good. There is but one thing lacking, and that seems to be interest. Next year there should not be less than ten in each the oratorical and declamatory preliminary. Below is the program as rendered:

Orchestra.

Oration—"The World's Greatest Industry"	Robert R. Hudelson
Oration—"The First Need of the Filipinos"	Miguel Nicdao
Oration—"William Lloyd Garrison"	Belle Nixon
Song	Girls' Glee Club
Declamation—"The Death Disk" (Mark Twain)	Esther Mansfield
Declamation—"The Forsaken Mermen" (Matthew Arnold), Dorothea Glessing	
Declamation—"David Harum's Horse Trade" (Westcott)	Lucy Youngman

Orchestra.

Decision of Judges.

Presentation of Medals.

"Yesterday's triumphs belong to yesterday, with all of yesterday's defeats and sorrows—the Day is here, the time is Now."



*Miguel
Niedao*



*Arthur
Thompson*

The Inter-Normal Contest.

On Friday, March 22, the Macomb delegation arrived in Normal about forty strong. The delegation was composed of the boys' and girls' basketball teams, the band, and supporters of the school. Mr. Thompson, the orator, arrived a day earlier, accompanied by one of his fellow students.

On the afternoon of their arrival the boys' basketball game was played, which is chronicled in another portion of this book. The oratorical contest was held at 8 o'clock in Normal Hall. We were represented by Mr. Miguel Niedao, the winner of the oration for Wrightonia in the Inter-Society contest. He delivered the same oration, "The First Need of the Filipinos," and was opposed by Mr. S. Arthur Thompson, of Macomb, who took for his theme "The Problem of the Black Man."

Both orators had good thought and composition, and had spent a great deal of time on delivery. It was an undecided question by the audience, as to who was the winner, but the judges' decision was unanimously in favor of Mr. Niedao. Accordingly he was thus chosen as the representative to the Inter-State contest at Emporia, Kan.

On the following morning the girls' teams of the two schools played a basketball game which was won by Normal. The Macomb people left for their homes at 5:08 in the afternoon having lost the contest and basketball games, but many expressed themselves as having had an enjoyable time while in Normal even if they were not as successful along literary and athletic lines as they might have wished.

The Oshkosh Normal Debate



The eighth annual inter-state debate between the State Normal School of Oshkosh, Wisconsin, and I.S.N.U. took place Friday evening, May 17, in Normal Hall. Our representatives were Miss Minnie Vautrin, Mr. James Smith, and Mr. Otto Reinhart.

The proposition for debate, "*Resolved*, That the general property tax, in so far as it is a state tax, should be superceded by some form or forms of taxation other than a general tax on realty and personality," was submitted by Illinois. Wisconsin chose the affirmative, and in the contest won the decision of the judges.

In such contests the conservative side the argument for the maintenance of the *status quo*—invariably proves stronger than anticipated, and usually wins. Aware of this fact, Normal in submitting the question, tried to make the affirmative strong and overdid it. Wisconsin undoubtedly had the better side of the question.

Our opponents took successfully the three necessary steps for the affirmative: (1) the general property tax was demonstrated to be abominable in its operation; (2) the separation of the sources of State and local revenue was shown to be the first step needed in a reform; and (3) it was made clear that there are plenty of means from which to get revenue for the State's support aside from the general property tax. Our debaters all did excellent work, but the general property tax is so condemned by authority and so open to scathing criticism that they seemed to be on the defensive from the first. Those who have heard these inter-state debates from the beginning say that Normal has seldom, if ever, had a stronger team. Next year we have the choice of sides.



ANNA JOSEPH.

The Inter-State Contest at Emporia

May 3, 1907.

PROGRAM.

Vocal Solo, "Spring Time"	<i>Tory</i>
MISS PEARL BRANN, Kansas.	
Oration, "Thought Triumphant"	<i>Roy Richardson, Kansas.</i>
Oration, "The First Need of the Filipinos"	<i>MIGUEL NICDAO, Illinois.</i>
Violin Duet, Symphouy No. 2	<i>Dancla</i>
PROF. BLAIR and MR. TILFORD, Kansas.	
Oration, "Ireland and the Irish"	<i>MARGARET KELLY, Iowa.</i>
Vocal Solo, "Heart's Delight"	<i>Gilchrist</i>
WARREN E. PROCTOR, Iowa.	
Oration, "Civic Duty"	<i>W. O. MEILAHN, Wisconsin.</i>
Oration, "Religion—The Vital Factor in a Nation's Development"	<i>W. M. G. MEET, Missouri.</i>
Music	The Gleemen, Kansas
Judges' Decision.	

JUDGES.

On Thought and Composition.—Supt. John Dietrick, Colorado Springs, Colo.; W. A. Colledge, Armour Institute, Chicago, Ill.; Hon. J. W. Work, Evanston, Ill.

Delivery.—Prof. Vernon Parrington, Norman, Oklahoma; Prof. Rollin S. Pease, Weatherford, Oklahoma; State Supt. J. L. McBrien, Lincoln, Neb.

GRADES AND RANKS.

DELIVERY.	Richardson	Nicdao	Kelly	Meilahn	Neet
Pease	88—4	96—2	95—3	80—5	100—1
McBrien	95—3	94—4	100—1	94—4	98—2
Parrington	88—5	100—1	90—4	92—3	98—2
THOUGHT AND COMP.					
Colledge	100—1	95—4	96—3	94—5	97—2
Dietrick	98—2	95—3	88—5	90—4	100—1
Work	100—1	96—3	98—2	94—4	80—5

The decision gave Missouri first, Kansas second, Illinois third, Iowa fourth, and Wisconsin fifth. This was quite a disappointment to Mr. Nicdao's supporters, for those who remained at home thought it would take something quite extraordinary to beat him, and those who heard the contest felt that no one else did quite so well. In delivery Mr. Nicdao ranked high, coming within one-fourth of a point of tying for first place. His gracefulness, directness, and earnestness were pleasing and convincing. There was of course some peculiarity in speech, but his long, patient labor had accomplished remarkable results. Many said

they missed almost no words at all. What but his peculiar accent can account for the ridiculous rank which tied him with the Wisconsin man, it is impossible to see. The weakest point in the delivery which won, was the strongest point in Mr. Nicdao's delivery. The former showed a sort of disinterested, mechanical precision; the latter was fiery and persuasive.

Mr. Nicdao's ranks in thought and composition were a surprise. He had a very concrete and definite subject—an appeal for the removal of the Dingley tariff on Philippine sugar. This, he argued, is the only means for the revival of Philippine prosperity, which is the only sure foundation for an educational system. Apparently the judges were of a more philosophical turn of mind. The Kansas oration on "Thought Triumphant" secured two firsts and a second, and it is unnecessary to further indicate the nature of the production—rather monotonous in style, and naturally producing a monotonous delivery.

Mr. Nicdao has been in the United States about four years, and in the I.S.N.U. three years. He is the youngest member but one of the class of 1907. He will return in September to the Philippines to teach for three years at least. Since coming to this institution he has taken great interest in the work of Cicero and Wrightonia. In December he represented the Wrightonian Society as orator in the inter-society contest and won. The oration he used at Emporia was the same, except for revision, that he used in the inter-society contest. This subject he began working on over a year ago, and has stuck to the study, writing, and delivery with most commendable persistence ever since. The successful result of this work ought to be a valuable pointer to other aspirants for oratorical honors. The same degree of effort put forth by students not handicapped in the language as Mr. Nicdao is, would surely bring the institution an enviable record.

Those present at the contest from Illinois were President Felmley, Mr. Nicdao, and Mr. Woodward of Normal, and Mr. Thompson and Miss Coffee, of Macomb.

The remarkable success of the contest financially, deserves notice. The admission fee was 75c and there were more than one thousand people in attendance. A profit of over \$200 was divided among the five states.

It is to be hoped that next year the present antiquated system of judging will be superseded by the more rational plan now in use by all the large oratorical associations. The business meeting voted down our proposed amendment providing for judgment on thought, composition, and delivery by one set of judges but we secured the passage of a motion referring the amendment to the various states for consideration before the meeting in 1908. It is to be hoped that this agitation will result in a nearer approach to the standard of public speaking according to which all such work in real life must stand or fall.

H. S. WOODWARD.



Athletics

Foot Ball.



At the beginning of the fall term the prospects for a good football team were indeed encouraging. Several old players were back, and at first call for practice, twenty or more men reported. New suits were ordered and enough more were obtained to fit out a first and second team, but the latter, having no one to coach them, disbanded about the middle of the season and thereafter the first team had no one to practice against.

Manager Griggs left school two weeks after the fall term opened, and not having the contracts drawn up, Mr. Stansbury, his successor as manager, was somewhat handicapped in securing early games.

In a practice game with Normal high school, Moon, one of our best players, was so injured that the quality of his playing was lowered throughout the season. After the second game,

our broad center, Brittin, left school. Yet notwithstanding our streaks of hard luck, the boys did creditable playing in every game, save one, that at Charleston. In this game every man on the team seemed to have his "off day," with the single exception of Dillon, the fighting half-back.

To those who look only at the number of games won, the season seems unsuccessful, perhaps. But to the follower of the game and to the players especially, there rests a feeling that all our efforts were fully repaid.

Altho the game of football is a little strenuous and somewhat dangerous at times, yet there grows up a feeling of comradeship between the players, the degree of which is not reached by any other game.

The prospects for a good team next year are encouraging, as several of this and last year's team will be back. Chester Dillon was elected captain and is working as only a man can, who is so thoroly interested in the game as he is. Ira Dingledine is manager and has been at work for some time in securing dates.



The following is the list of players and the positions played:

Right End—Diehl, Pulliam.
Right Tackle—Gray (Captain.)
Right Guard—Beck.
Center—Brittin, Blackburn.
Left Guard—Blackburn, Diehl.
Left Tackle—G. Harrison.
Left End—C. Harrison.
Quarter-back—Shaver.
Right Half-back—Moon, McKean.
Left Half-back—Dillon.
Full-back—McKean, Fitzgerald.

The following shows the games won and lost:

October 20—Millikin—14; Normal—4.
October 27—Charleston—11; Normal—5.
November 9—Macomb—0; Normal—18.
November 17—Bradley—0; Normal—23.
November 24—DeKalb—6; Normal—5.
November 29—Wesleyan—0; Normal—0.
Totals—Opponents—31; Normal—55.

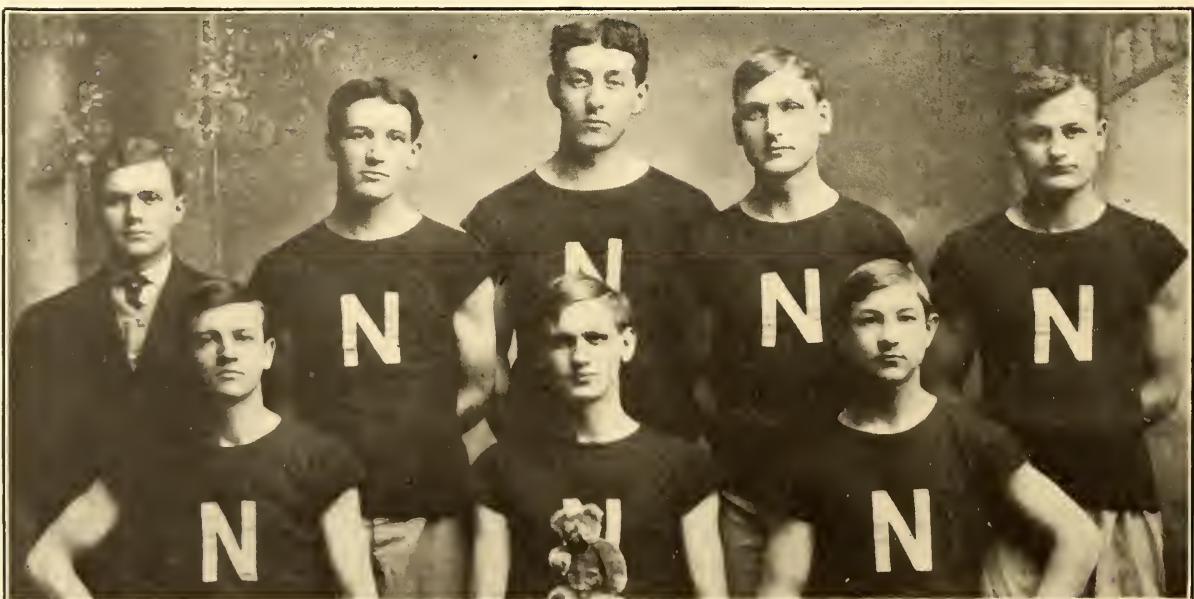
FRANK GRAY.

Basket Ball Season.



After the inter-society ball game had been played and after the students had returned from their Christmas vacations, the interest in basket ball was directed to the picking of the first team. At no time for a few weeks could one tell just who would make up the team, so strong was the desire of the candidates from the society teams for a place.

The boys elected Mr. I. D. Frantz to act as their captain, they recognizing the great record he made last year as a goal thrower. After a few weeks in this office, and getting to play in the first game of the season against Bradley Polytechnic, in which he scored 28 out of the 46 points, he was advised by his doctor to withdraw from the team and later from school, for which the whole student body was sorry. Mr. Jay Crist was elected his successor.





The closest games of the season were played with Eureka and Lake Forest, these two teams being the only ones to win from Normal. Both of the visiting teams had been coached by experienced men and our defeat at their hands was not surprising. The game which attracted the largest crowd was that with Macomb. A fifty-three dollar crowd was present when this was played and the expense of \$50 necessary to bring the visitors here was more than made. The interest in basket ball seems to have been lagging for the past two seasons. One reason only is given for this fact—the basket ball manager is not elected until late in the fall term and as a consequence the schedule is not what it should be or what it used to be. Let the above be a plea for the Athletic Board of Control for the ensuing year to elect the basket ball manager not later than the second week of the first school month.

The Schedule:

January 25, at Normal—Normal, 46; Bradley, 12.
February 7, at Lincoln—Normal, 24; Lincoln, 18.
February 8, at Normal—Normal, 58; Millikin, 20.
February 14, at Normal—Normal, 17; Lake Forest, 26.
February 22, at Normal—Normal, 25; Eureka, 31.
February 23, at Eureka—Normal, 26; Eureka, 42.
March 1, at Normal—Normal, 47; Lincoln, 9.
March 22, at Normal—Normal, 43; Macomb, 10.
Totals—Normal, 286; opponents, 168.

The positions on the team this year were ably filled by: Gray and Sill, forwards; G. Harrison, center; C. Harrison and Crist, guards. Fitzgerrell and Ogle were fast and promising candidates for guard positions. The prospects for next year look very good at present. Several of the old men will be in school and there should be a good team.

The girls of the school this year played but one game, that being with Macomb. They won this contest by a score of 24 to 8, and outclassed their opponents in every stage of the game. Games between different school organizations were frequent and helped to keep up the athletic interest. The girls elected Miss Ethel Rosenberry as captain, and with her leadership the following team was put on the field: Ruth Felmley and Eleanor Hoierman, forwards; Edith Craig and Ethel Rosenberry, center and side center, respectively; Lulu Archibald and Barza Perry, guards. The girls owe much of their success to the coaching under the direction of Mr. Gresham Griggs, who had charge of the team all winter.

JAY D. CRIST.



TRACK

G.W. FITZGERRELL



The Track Team.

We did good work in football, the basketball season on the whole was a success, the baseball team altho not wholly successful as far as game won is concerned, was by no means a failure, but the track team is the aggregation that has done the work this year. Because of the circumstances under which track athletics are carried on at the University, it was impossible to enter in but two meets, these being the Bloomington Y.M.C.A. Indoor Meet, and the Bloomington Y.M.C.A. Outdoor Meet. The first was held in the Bloomington Coliseum on the evening of March 8, and the latter on Wednesday, May 29, at the Wesleyan Ball Park.

In the Indoor Meet the Normal team greatly surprised all of the audience which filled the large auditorium. They were not expecting the local school to do much. The Bloomington High School had been picked for the winner in many of the events, and they were in the end of the meet in second place. Every school had been given the honor of winning the meet before it occurred—except Normal. But we are agreed on one thing. It is better to be given the honor after the meet is over than before. Normal won first place in the 35-yard dash, first in the shot put, first in the high jump, first in the 120-yard high hurdles, second in the half mile and second in the broad jump. At the finish Fitzgerrell had 13 points to his credit, Gerard 8, and Dillon 5. The University got the cup and Fitzgerrell the individual cup.

The members of the school were naturally overjoyed because of the winning of this meet, but the excitement was not to be



compared to that when the Outdoor Meet was won. The picking of the point winners by certain sporting men in Bloomington gave the Bloomington High School Y.M.C.A. and Wesleyan the whole thing. Normal was scarcely considered. Normal High School was thought to have first place in the 220 low hurdles, Duff, her colored sprinter having won the same at the Inter-Scholastic at Champaign. When the meet started it was Normal and continued so thruout the whole thing. "Fitz" won the first event pulled off—the fifty-yard dash, and kept on winning event after event until there were five straight chalked up to his credit. The Normal captain won first place in the fifty-yard dash, 100-yard dash, 220-yard dash, 440-yard dash, and the shot put. That was twenty-five points alone, but his team mates helped him out in good style. Hellyer took first in the high jump, and second in the running hop, step and jump. Crist got second place in the half mile run in fast time and "Uncle" Blackburn who never saw a discus before this year got third place. The total of points registered for the local team was thirty-seven, with Bloomington High School 26, Y.M.C.A. 24, Normal High School 20, and Illinois Wesleyan 19.

The Normal University should certainly feel proud of the showing made by the track team this year, and especially of Fitzgerald her hard working captain. At the close of the winter term we lost C. Harrison, Dillon, and Gerard. Harrison, the long distance man, was missed in the mile, but Crist did fine work in the half. Dillon would have won the hurdles had he been in and Gerard would have greatly helped in the broad jump. Hellyer took care of the high jump and running hop, step and jump. We have had the material, the encouragement, and the success. Keep it up next year and do the same thing as has been done by the Normal team this year. Two cups are now to be seen at the school, as trophies of our success in the two meets.



The Team

Catcher—Solomon, Hanson, Moon
 Pitcher—Brian, Sill, Hanson
 First Base—Ogle, Hellyer
 Second Base—Chism
 Third Base—Dingledine (Cap't)
 Short Stop—McWherter, Moon
 Left Field—Laughlin, Griggs,
 (M'g'r)
 Center Field—Sill, Brian
 Right Field—Albright, Laugh-
 lin, McWherter.

Base Ball

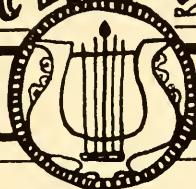
The National game has ever been played under difficulties at the I.S.N.U. Last year we had no team, but this year it was the intention before the close of the basketball season to have a team if the same was at all possible. The men have been out since early this spring training without the assistance of any one and considering this fact the season has not been so bad as the scores may indicate. Every man on the team has worked under the most trying odds and great credit should be given the team as a whole and individually, considering the conditions under which the season has been carried. It should be an inspiration to those who will be in schools next year to begin early and keep up the athletic spirit along baseball lines.

The Schedule

April 20, at Lincoln.....	I.S.N.U. 3:	Lincoln 8
April 27, at Normal.....	"	8; Eureka 5
May 4, at Peoria.....	"	3; Bradley 14
May 7, at Bloomington..	"	1; Wesleyan 13
May 11, at Charleston....	"	0; Charleston 12
May 17, at Normal.....	"	2; Illinois Freshmen 12
May 25, at Champaign..	"	0; Illinois Freshmen 7
May 28, at Normal.....	"	6; Wesleyan 9
June 1, at Normal	"	—; Bradley—
June 4, at Bloomington..	"	—; Wesleyan—
June 5, at Normal.....	"	—; Wesleyan—



The Appeal of Music



"The man that hath no music in his soul,
Nor is not mov'd with concord of sweet sounds,
Is fit for treasures, stratagems, and spoils;
The motions of his spirit are dull as night, +
And his affections dark as Erebus: + + + + +
Let no such man be trusted." + + + + + + +

-Merchant of Venice.-



The Girls' Glee Club.

The Girls' Glee Club was organized about the middle of the fall term with Mr. Westhoff as director, and Miss Eleanor Hoierman as accompanist. The organization started with a membership of about twelve, but since then several new members have been taken in. The club has been studying four part music during the greater portion of the year, altho two and three part songs have also been studied. There have been practices twice a week after chorus rehearsals. Altho the young ladies were sometimes quite tired after singing for an hour, there was a great deal of good work accomplished.

The club has during the past year appeared before the literary societies, at general exercises, at the concert given by the University Choral Club, at the State Librarian's Association, and a few ventured to Springfield to sing at the State Teachers' meeting. In general the attendance at the meetings has been good, yet like all bodies of this kind there are some members who cannot be depended on. However there are few in the Glee Club that may be included in this class.

Much of the success that has been achieved is due to the untiring efforts of our director and pianist, and all feel very grateful to them for their faithfulness and the valuable services they have rendered.

SOPRANO.

Mabel Tucker
Mabel Wilson
Nira Beck
Mary Rathsack
Helena Terry
Sadie Pepple
Mabel Ahern
Eva Hileman
Lucile Goode
Sylvia Smith

ALTO.

Cora Harned
Nettie Jencks
Mae Laird
Esther Nystrom
Ruby Hildreth
Ruth Felmley
Mildred Coburn
Ruby Burdick
Dena Noonan

University Choral Club.

With the idea of making a recital of some sort a feature of Commencement of 1906, early in the spring of that year Professor Westhoff formed a chorus composed of students of the I.S.N.U. and the Normal High School. The chorus met two evenings each week and learned a number of selections from the oratorios of Mendelssohn, Handel and Hayden. These songs, with some other musical numbers, were rendered as an accompaniment to an address delivered on the afternoon of Baccalaureate Sunday under the auspices of the Christian Associations.

This experiment was so successful that it became the desire of the President and Professor Westhoff to make such a recital a feature of the Commencement week at the University, and also to make a choral society one of the permanent organizations of the school. Consequently a similar chorus was formed the following fall and at the end of the term another recital was given—this one of a secular nature. The formal organization was not effected this term.

At the first meeting after the beginning of the winter term, however, Mr. Westhoff appointed a committee of three members to draw up a constitution; and at the next meeting this constitution was submitted, and adopted, with a few slight changes.

The constitution provided that the society should be called the University Choral Club, that all students of the University should be invited to become members and that there should be four officers, in addition to the director. The officers should be student members of the Choral Club and should hold office for one term only.

For the winter term of 1906-07 the officers chosen were: President, Gresham Griggs; vice-president, Margaret Triplett; secretary, Eleanor Hoierman; treasurer, Elijah Williams.

The officers chosen for the spring term were: President, Margaret Triplett; vice-president, Jay D. Crist; secretary, Ola J. Litchfield; treasurer, Ira W. Dingledine.

The work of the past term has been conducted with a view to surpassing the achievements of a year ago. Sacred music will be furnished on Baccalaureate Sunday, and other music will be given in connection with the events of Jubilee week.

MARGARET TRIPLETT.



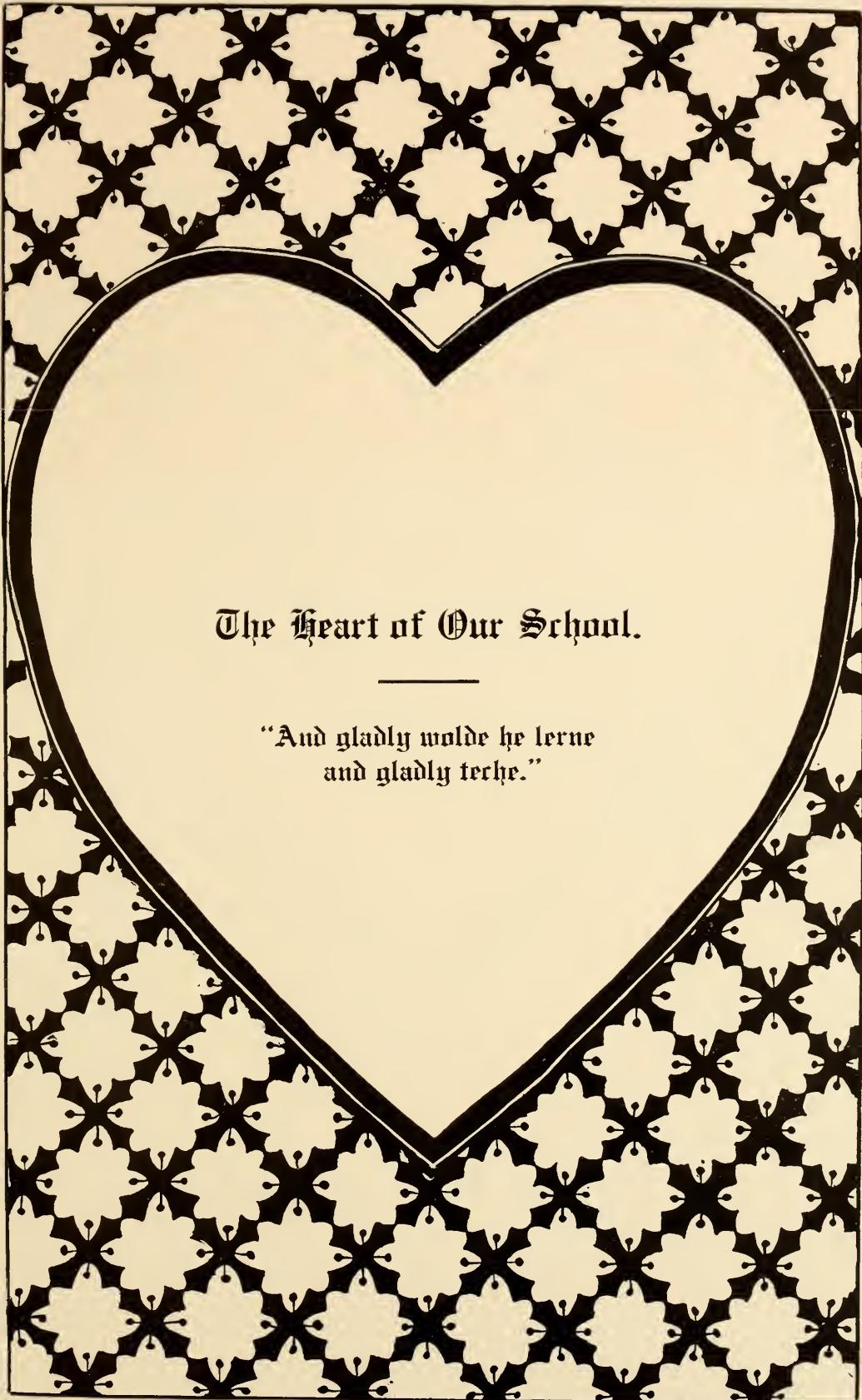
The Orchestra.

One afternoon during the fall term of 1904, seven students met with Professor Westhoff for the purpose of organizing an orchestra. Since then, the number of orchestra members has increased to ten, and to our violins, mandolins, cornets and piano of the first year have been added second violins and clarinets.

The orchestra meets for practice every Wednesday during the eighth hour, in Philadelphian Hall. In the course of the past year, some difficult compositions have been rendered.

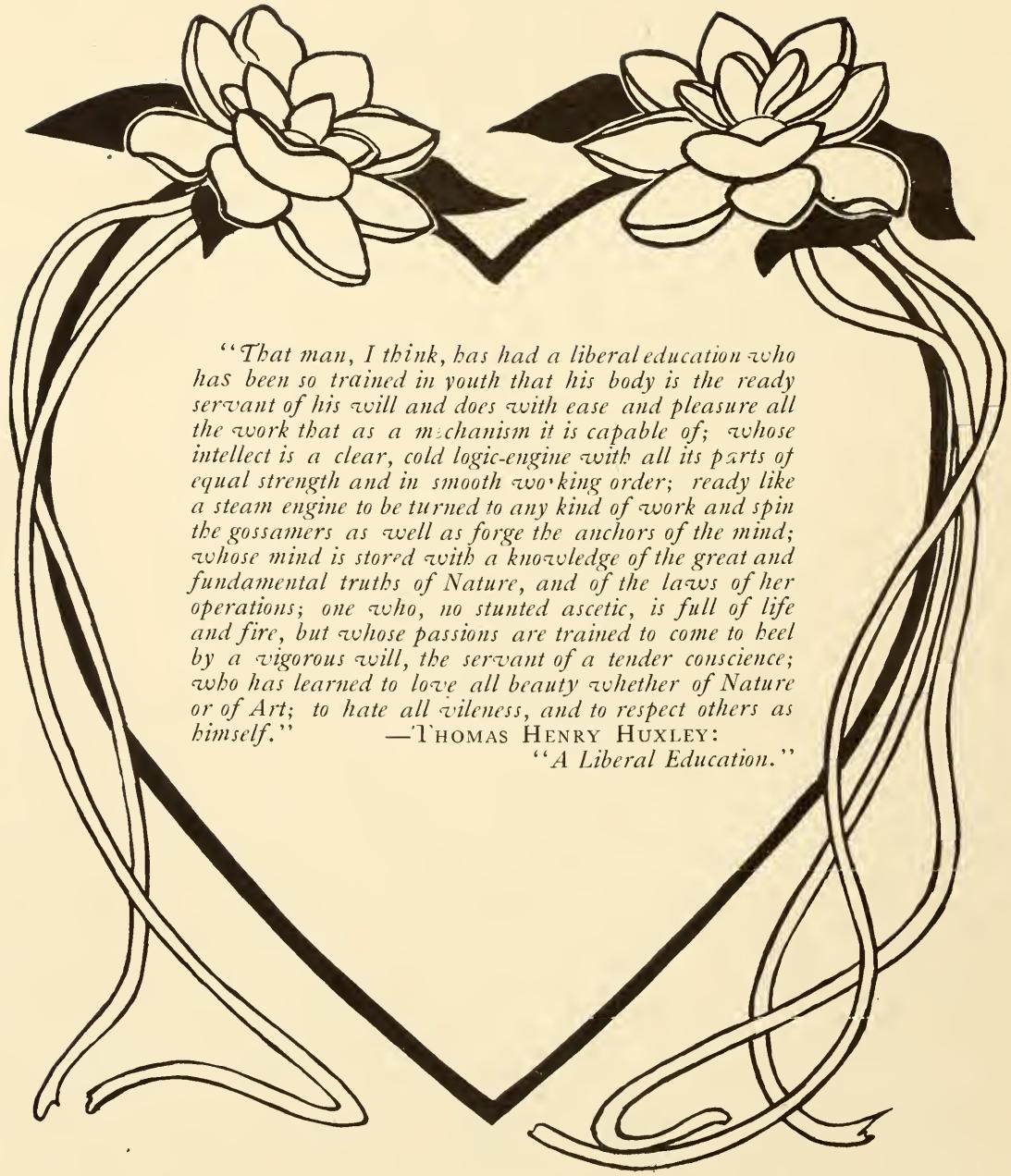
The orchestra has been much in demand. They have played on society programs, on numbers of the lecture course, at contests, at receptions, dances and banquets. Several of the present orchestra are seniors, and hence will not be in school next year. It is hoped, however, that enough new players will enter in the fall so that next year's orchestra will be even better than this year's—the best in the history of the institution.

Besides the orchestra, a mandolin club was organized in the spring term of this year. It is hoped that this is the nucleus of a large club which will be fully as popular as the I.S.N.U. orchestra.



The Heart of Our School.

“And gladly wolde he lerne
and gladly teche.”

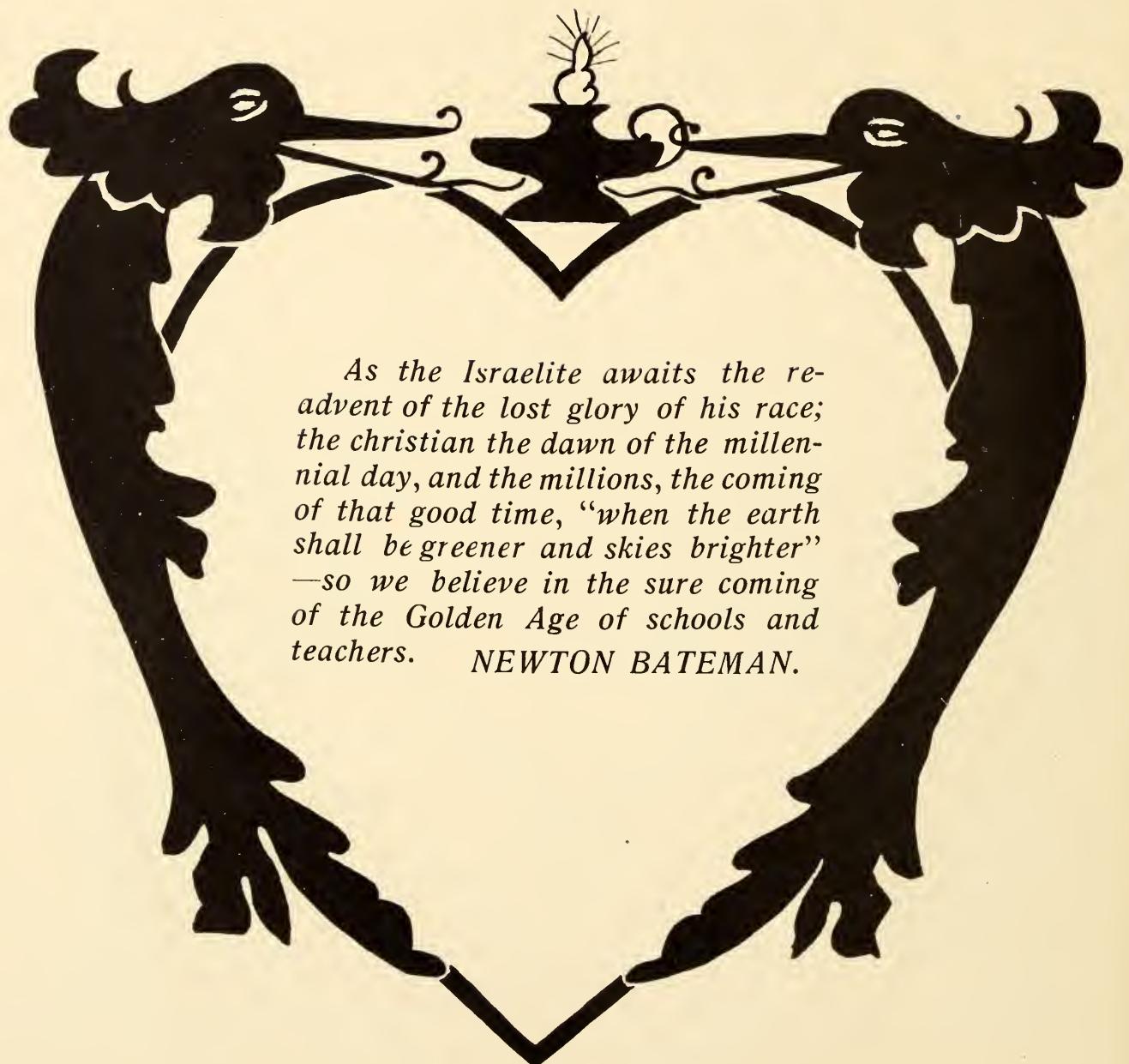


“That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear, cold logic-engine with all its parts of equal strength and in smooth working order; ready like a steam engine to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty whether of Nature or of Art; to hate all vileness, and to respect others as himself.” —THOMAS HENRY HUXLEY:
“A Liberal Education.”

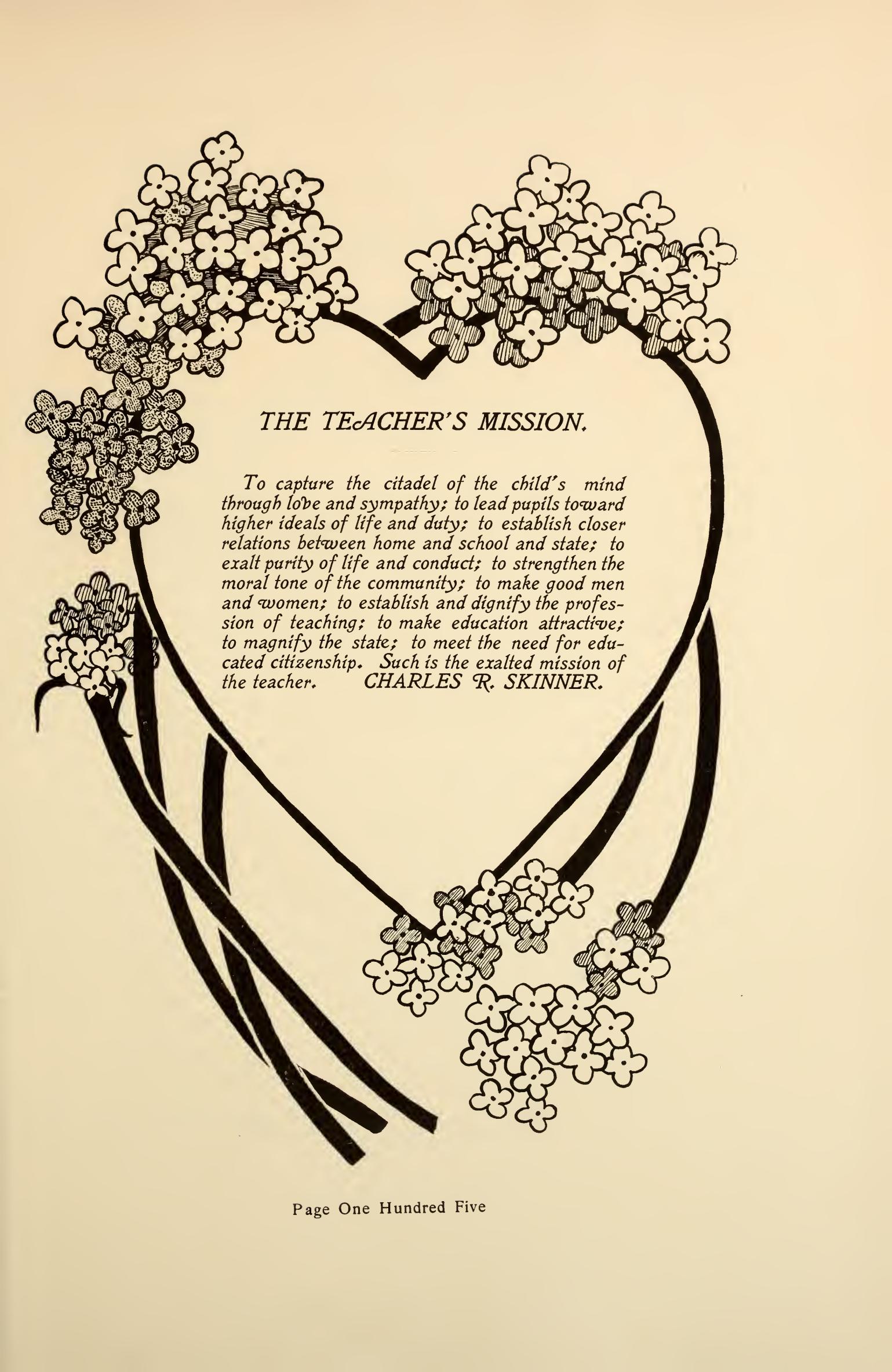


Education does not consist in knowing certain definite things, as Greek, Latin, or Mathematics, but in that power and versatility of thought and emotion which elevate life into truth and virtue, and which may come from any form of true and deep experience which the individual has with the world about him.

Tompkins.



As the Israelite awaits the re-advent of the lost glory of his race; the christian the dawn of the millennial day, and the millions, the coming of that good time, "when the earth shall be greener and skies brighter" —so we believe in the sure coming of the Golden Age of schools and teachers. **NEWTON BATEMAN.**



THE TEACHER'S MISSION.

To capture the citadel of the child's mind through love and sympathy; to lead pupils toward higher ideals of life and duty; to establish closer relations between home and school and state; to exalt purity of life and conduct; to strengthen the moral tone of the community; to make good men and women; to establish and dignify the profession of teaching; to make education attractive; to magnify the state; to meet the need for educated citizenship. Such is the exalted mission of the teacher. CHARLES R. SKINNER.

Old Normal Dear

(Tune—Maryland, My Maryland.)

Ah, Dear Old School, thy call I heed
To celebrate thy fiftieth year;
My heart responds with joy unfeigned,
'Tis love that prompts the starting tear.

Chorus:

Old Normal Dear, thy name I love,
Thy walls are sacred to my view,
And from my heart this pledge I give
To thee, Old Normal, I'll be true.

In fancy, now, I walk beneath
Thy leafy branches spreading wide,
And breathe the inspiration new,
From bird and bloom on every side.

I see the faces, once again,
In years long past, that graced thy hall;
I hear the songs of joy and praise,
The murmured prayer, the numbered call.

Ah, may those whose lives have sped,
Beneath thy roof, in service rare,
Come from the portals of the dead,
And join us in a silent prayer.

Oh, may thy years of usefulness
Unnumbered be, and neath His hand,
May knowledge, truth, and honor spread,
Dispensing light in every land.

—O. R. Zoll.



*The world laughs with
the man who laughs; if
you do not laugh the world
will laugh at you.*



A Melodrama.

The Chasc. Dramatis Personae.

Captain Gray, chief plotter and executor of plans.
Leslie Stansbury, aid-de-camp and scout.
Doc. Pulliam, Chuck Harrison, Grover Harrison, organizers of bunch.
D. Beck, Esq., an admirer of ladies.
Harry Wierman, a mixer, *a la* Telford.
Thurman Bliss, a brave man.
N. B. Jinnett, Jr., a true sport.
H. D. Woodward, a Hiram College product.

ACT I.

Scene I. Normal. The Campus.

(Enter Gray and Stansbury.)

Gray—Several of the sports of this institution are bent on swiping watermelons. Dollar to a doughnut we can scare them half silly.

Stansbury—How do you mean?

Gray—Why it's easy money. Go out some night when they are there and shoot blanks at them.

Stansbury—Fair enough, old head. I'll be there with my hair braided.

Gray—Wait a minute you runt, and let me explain a little further. We'll go to Doc., Chuck, and Grover and explain the deal to them—

Stansbury—Sure, put them wise to the works.

Gray—Let them get the watermelon bunch together and go out. Leave it to us, we'll do the rest.

Stansbury—See you down town. Hike up and see Chuck and square it.

Gray—All right.

(Exit Gray and Stansbury.)

Scene II. Foot Ball Field.

(Enter Gray and Chuck Harrison.)

Gray—Say old man, get that bunch together and go on a watermelon expedition tonight. Les. and I will go ahead of you and when things get far enough advanced, we'll do a little peppering with blanks.

Chuck (laughs)—Sounds good to me.

(Enter Doc. and Grover.)

Gray—What do you think of scaring Woodward and his bunch tonight?

Doc—How do you intend to do it?

Grover—Stick pins in their chairs?

Gray—No. Shoot blanks at them about the time they are grabbing the goods on the Central. Some of those pikers will go crazy, that's all. Just wait until they are stooping for the juicy fruit, and then fire. Man alive, they never will come down.

Doc. and Grover (in chorus)—Good dope Cap. You and Les. step to them—we'll get the gang together. So long.

(Exit the two.)

Gray—Come on Chuck. Let's get out to practice. I'm stiff as a board.

Chuck—(Laughs).

(Exit.)

Act II.

Scene I. McKnight's Store, Normal.

(Enter *Gray* and *Stansbury*.)

Gray—Thru writing news, kid?

Stansbury—Yes. Be there in a minute. Ready to go?

Gray—Yes. Say this ought to be swell dope, do you know it?

Stansbury—Believe we'll have the bunch guessing all right. Here's the Loop car, let's hit her.

(Exit *Gray* and *Stansbury*.)

Scene II. Loop Car.

(Enter *Gray* and *Stansbury*.)

Gray—Only two more blocks and then we walk for about a mile.

Stansbury—Don't worry me a bit. I don't care if I never get home.

Gray—Come on kid, drop off. Here's the I.C.

Stansbury—We're off. Up the track for me. Come on you Mick. What are you stopping for?

Gray—Just trying to see if that bunch is in sight.

Stansbury—Sure, here they come. Ditch.

(Exit *Gray* and *Stansbury*.)

Scene III—I.C.R.R. Tracks.

(Enter *Doc.*, *Chuck*, *Grover* and bunch.)

Grover—You want to be awful leary out here tonight. I wouldn't be surprised if that old sport would be laying for us with a shot gun and beans. Be careful there Jinnett. Keep that loud mouth of yours shut. The way you are yelling he will be out to clean us.

Jinnett—Ah, dry up. I've swiped watermelons before.

Woodward—Now, when I was at Hiram—

Chuck—Go on with that Hiram talk, we're on a water melon deal now and not in Ohio looking at the sights.

Doc—Smoke up there Bliss. I'm stepping on your heels.

Chuck—Now we're pretty near there. All you guys keep your mouths shut and be careful how you walk thru the patch.

Doc.—All right. Under the fence now kids.

Beck—Oh, man look at that bunch of coon fruit. Come on Wierman. We'll take one home to our room. The whole bunch needn't know anything about it.

Scene IV—A watermelon patch.

(Enter Gray and Stansbury.)

Gray (with gun)—How is it Les? Are they there?

Stansbury—Yes. Let her go, old man. They are all there getting ready to begin operations.

Gray (shoots)—Bang***** Bing..... Boom!!!!!!

Scene V—Same as IV.

(General exit of all but Doc., Chuck, and Grover.)

Grover (with four melons)—Did you hear old Bliss? I thought I would die laughing at that old sport get over the fence. It was just light enough to see him. I didn't know that young Woodward could run so fast. (Chokes.....)

Chuck (laughing with mouth full of watermelon)—Beck thought he had a football under his arm and was making a ninety-yard run around the end for a touchdown. Jinnett was so scared that he could scarcely get his breath.

Doc—Lord, I can't talk. Wierman thought the president was after him, I guess, the way he tore down that field and hiked the fence.

Gray—It certainly wasn't a bit poor the way Woodward won the race to Kerrick. Wonder if they are still running?

Stansbury—It's a cinch we had ought to grab that Indoor meet this year the way those guys showed up in that sprint.

Grover—Oh, shut up. I am sore from laughing so much.

Chuck—I've eaten one melon, started on another and am ready for more. All the watermelons they got you can stick in your eye.

Doc—Well let's go home. It's 12:30 and I have to fill a date tomorrow night.

Gray—Too bad about you and your dates. Why don't you be decent like I am.

Doc.—Yes, the way you were the night before the Millikin game.

Chorus—Ha, Ha, Ha. (short "a.")

Chuck—Come on, let's go home. I want some sleep.

Act III.

Scene I—Main building, I.S.N.U., on the following morning.

(Enter Bliss and Stansbury.)

Bliss—You had ought to have been out with us last night. Swiped some watermelons and the old sport shot at us. Look at my hat. There is a great big hole in it where he shot thru.

Stansbury—Is that so? Wish I could have been there.

(Exit Bliss.)

(Enter Gray.)

Stansbury—What do you think of Bliss and the hat deal.

Gray—Wouldn't that frost you? That great big stiff. I just told Doc., and Chuck and Grover about it and I thought they would go up in smoke. Well that's fair enough anyway.

Chuck—Come on kids. Nine 'rahs for Bliss and his hat.

(Exit.)



Biology Examination.

Question—Do you think the theory, "The ontogeny of the individual is the recapitulation of the phylogeny of the race," is antagonistic to the anthropomorphic idea of a deity? Give arguments pro and con.

Answer (by student)—Yes. Because the school course is the recapitulation of civilization. Life is a curious concoction of categorical coincidences.

Question—How do the detelerious habits of the carpacapsa promanella compare with the pernicious ravages of the schizomma?

Answer—The farmer's unceasing efforts are more stimulating and constantly increasing.

Question—Explain the phenomena of supernumerary larval forms and hypermetamorphosis among certain coleopterous forms such as the vedalia bipunctata.

Answer—The pensive goat and sportive cow;
Hilarious hop from bough to bough.

Question—Elucidate on the thysanuriformism and holometabolism.

Answer—Truncate parallelopiped, regular icosaedron.

Question—Classify the following: Dorsatum phalaugatum, Schistoscherca, Chrysochus, Auratus, Argynnis cybele, Podisus spinosa.

Answer—Rectangular parallelopiped, frustrum, prismatic surface, triedral angles of tetraedrous.

Question—Discuss briefly parthenogenesis and alternation of generation.

Answer—If the bell had been rung, as it should have been rang, and if the whistle had been blown, as it should have blew—both of the which they did neither—the cow would not have been injured when it was killed.

(Does the above remind you of any one person?—Eds.)

A GLIMPSE AT BECK'S DIARY.

NAME	PLACE	DATE	OPINION
Coen, Eleanor	Practice dance	Nov. 1905	Charming
Vencill, Lulu	North street	Dec. 1906	O. K.
Hoierman, Eleanor	Assembly room	Jan'y 1907	Beautiful
Hildreth, Ruby	S. School st.	Oct. 1906	Entertaining
Livingston, Minta	Stephenson's	Dec. 1906	Bashful
Malcolm, Jessie	Hildreth's	Jan'y 1907	Fine Skater
Scott, Amy	Any Corner	Sept. 1906	Good Stroller
Tulpin, Pearle	Gym. dance	Feb'y 1907	Candy Kid
Votaw, Lilah	Normal streets	March, 1907	Everything lovely
Felmley, Ruth	At Home	April 1907	President's daughter

Office of the Secretary of State.

SPRINGFIELD, ILL., March 20, 1907.

Permit is hereby given to Gresham Griggs, Eugene Shaver, Harry Diehl, Elmer Sill, and Jay Crist, of the Normal University, located in the city of Normal, in the county of McLean, to organize the "Students' Anti-Emotional Insane Association."

The purpose of the Association shall be the protection of any student of any Normal School, College, University, or any institution of learning of whatever character, who shall be a member of this association or any of its chapters, against any claims of acts of violence that he may commit against gate, arch, turn-stile, door, or any object of any character, that may be, can be, or has been, used as an arch, gate, or door, while said member of the "S.A.E.I.A." was suffering from a temporary attack of emotional insanity.

On the receipt of this charter the five petitioners named above shall immediately organize and select from their number members for the following offices: Gate-master, Post-extractor, Match-carrier, Scribe and Keeper of the Signals, and Door-keeper. These five petitioners and the persons whose names are appended below, shall be known as charter members and they shall each pay into the hands of the scribe \$1.13 at once. All other members that may be hereafter added shall pay into the hands of the aforesaid scribe, \$.50 which shall satisfy all claims that may be charged against said member for any injury whatever that may result to gates, arches, or doors, while the said member is afflicted with emotional insanity.

To insure the proper care of the funds the scribe is ordered to deposit with the President of the aforesaid Normal University, \$19.20 which may be used by the above mentioned President for the dissemination of literature on the simplification of spelling.

This charter shall be effective as soon as twenty charter members shall have subscribed their names.

JAMES A. BLANK,
Secretary of State.

Gresham Griggs

George R. Stewart

Eugene Shaver

L. Wyn Chamberlain

Harry Diehl

Bert Wise

Elmer S. Sill

Jay Crist John Blackburn

Madison Pulliam

Margaret Triplett

Gray Ogle

Ruby Hildreth

W. B. Jinnett

Nellie Holland

James Colton

Sylvia Smith

R. Edward Shurtliss

Helen Littwinski

Ola Litchfield

The Pond.

It is a hot day in the late summer. Hardly a leaf quivers, it is so still. The sun shines bright, and little is heard except now and then some bird-note is carried along on the breezeless air. In the campus are seen many people, girls in gay summer frocks, youths with glowing faces, grave men, whose faces are creased with care, and women who long to be young again, as they see the young people together. Some are sitting beneath the trees, in the shade, others are strolling, as if trying to find a cooler spot, while many stand or sit beside the lily pond. The lilies are in blossom, and down in the water, beneath the lily pads can be seen the gleaming of gold fish, darting to and fro among the lily roots. The shining surface of the water is smooth, save now and then when it breaks into ripples as a faint breeze stirs the willows growing 'round its banks. There, among the willows, sit the people who, after a long week of work and care spend a part, at least, of their Sunday afternoons by the side of the lily pond.

It is autumn, and the wind whistles thru the branches of the trees, whirling in eddies the falling leaves. The surface of the lily pond is not smooth now. Miniature waves cross its surface, and the small boy weeps aloud, as his sail boat capsizes and sinks. The brightly colored leaves fall upon its broad surface, and sail around it like liliputian boats. The birds' song is heard more rarely now, for it is nearing winter, and many are on their way to the warm and sunny south. The cackling blackbird, chattering and gossiping with its fellows, sweeps down thru the air, till the world seems alive with blackbirds, pauses a while, as if seeking more gossip, and hurries on southward, to be seen no more until spring.

The wind blows hard and cold. The temperature has fallen, and the pond is a glittering glare of ice. Hither comes the small boy with his Christmas skates, the girl who is learning to stand alone, and the staid and solemn Normal senior, who is almost too dignified to skate. Here is the heedless boy, with his shinny club, and the rosy-cheeked maiden in her sweater coat. The ring of steel, and merry laughter fills the air. Occasionally a louder sound is heard, a bump, as of a fall, and a fall it surely is. Perhaps it is merely a child, altho often it is one of the stately seniors. The pond itself seems to enjoy it, for now and then it

seems as if it, too, were laughing, and a huge crack will appear across its face, like a broad smile.

The ice has melted long since, and the trees are green once more. The squirrels scamper across the green grass, stopping to drink from the brink of the lily pond. The birds have come north, and the air is filled with their sweet songs. The naturalist visits the pond with his dip net and magnifying glass, and the children stand for hours, watching the salamanders, goldfish and tadpoles. Nearby, in one of the neighboring willows, some owls are nesting, and in the still spring evenings little is heard save their "too-woot-too-woo" and the croaking of the frogs. The lily pond is now called the "Frog Pond," for there are more frogs than lilies at this time of year. The tired tennis player often stops to rest beside the still waters of the pond. The small boy aches to take off his shoes and stockings and wade in the clear water, and occasionally the little girl screams, as some older person threatens to throw her in. The pond is a thing of beauty now, and is visited often, especially by seniors, who, when they leave the dear old Normal, carry with them, imprinted in their memory forever, the image of the lily pond in all its beauty.

*A thing of beauty is a joy forever;
Its loveliness increases; it will never
Pass into nothingness, but still will keep
A bower quiet for us and a sleep
Full of sweet dreams, health, and quiet breathing.*

—John Keats.

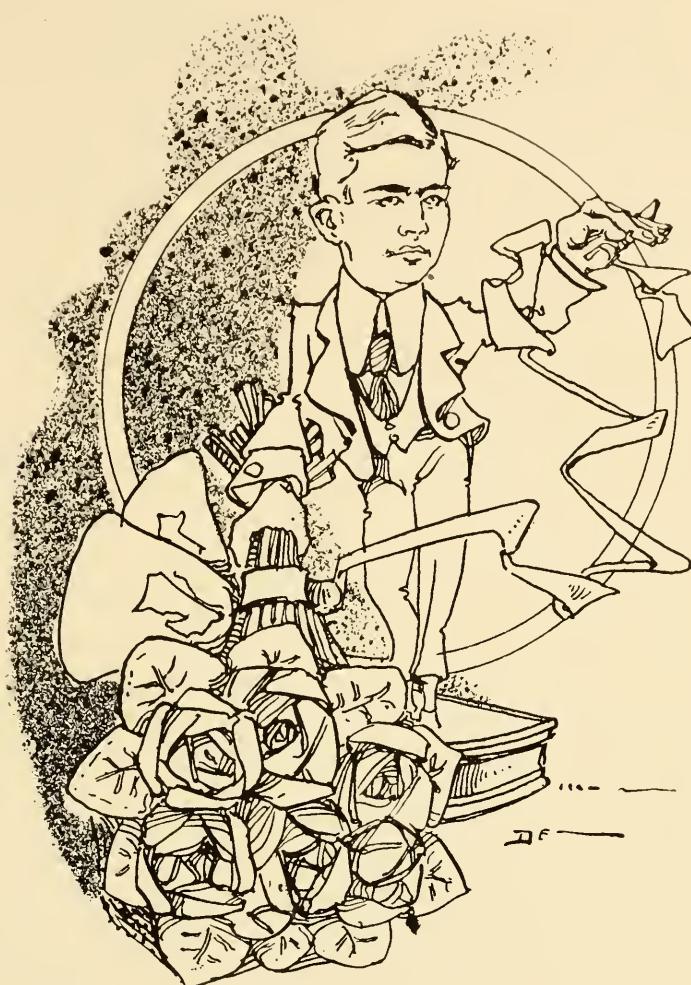


Senior Indoor Picnic.

Some one has said that the most pleasant things of life are those which are arranged on the spur of the moment or at least gotten up in short order. Such was certainly the case in the holding of the senior party in the gymnasium on April 22nd. In the morning of that day several of the Senior girls conceived the idea of having the members of the class assemble in the gymnasium and enjoy what is commonly termed a "feed." At 10:30 groups of Seniors were seen going south on School street to the home of Miss Hildreth. Each one of the ladies was laden with a package or packages, and the mouths of the boys at once began to water. At the appointed hour the trip was made to the state building where the spread was to be held, and it was not long before entrance was gained through a window and the forty Seniors were enjoying themselves on the floor which had been the scene of many a closely-fought basketball game.

Many games were proposed. Some wanted to play football, others basketball; one of the gentleman members of the Oshkosh debating team was bent on playing the old familiar game of "Postoffice," but the ladies were unable to comply with his wishes and he had to be content with "black man," a miniature basketball game, foot races, and a general mix-up sometimes known as "crack-the-whip." All in all the games of the evening were entered into with a spirit that was unexpected, and the tired feeling that each Senior carried with him the next day reminded him that there had been something unusual in the entertainment of the evening before.

The games were followed by the best part of the "doings" according to the statement of the editor of the *Vidette*. All of those present assumed sitting postures in the middle of the floor, and patiently waited for the waiters to appear. Soon they came with sandwiches, pie, pickles, olives, and other picnic delicacies. At the completion of this form of the evening's entertainment, the *Vidette* man demonstrated that he was able to do some things besides write news. A camera was produced and a flash light of the group taken. Although the program of the night was not arranged previously in any definite order, everyone had a time that will not soon be forgotten. No one was aware that there was anything of the nature under headway, and not until the morning paper conveyed the news on Tuesday morning did the Juniors and faculty know that the Senior class had celebrated.



Floydie's Flowers.

It chanced upon a winter's night
 Out at old Normal town
 That Floyd did the piano play,
 His face all covered with down

Now Floydie is a Bloomington lad,
 And boyish pranks disdains,
 But to be beaten at the keys
 Lies not in Floydie's veins.

Like roses fair are Floydie's cheeks,
 And winsome is his smile,
 But Mrs. Pierce in a race with him
 Could not fair Floyd beguile.

He won the judges, he moved the crowd,
 The honors fit full well.
 The bouquet came, no one knew whence;
 Ask Floydie; he can tell.

Pink roses tender with fragrance rare
 Did Floydie get that night,
 With awe we listened to him play,
 But the roses—we're in a plight.

A **T**oast.

J. S. N. U.

Dear beloved letters—old familiar sounds—who would venture to suggest that you be changed for truer title? What matters it to us that the words for which you stand name not the thing we really are? What care we when the uninitiated smile at your assuming greatness? I. S. N. U.—these are the letters given us in infancy—the letters sanctioned by the usage of our founders, and retained by students of half a century. Why should we not love them better than all others? What of memory, place, event, or person, association or tradition, do they not convey within their comprehensive scope? They mean our history, with the names that cluster 'round it—Hovey, Hewett, Edwards, Norton, Walker—Major's Hall, and the pioneer heroic effort for existence; the struggle for our old square red brick building with its tower and clock whose hands have ceased their motion; its class-rooms, halls, and stairs worn white with many foot-steps. It means our campus, with its maples, pines, and birch trees planted by the hands of those we hear of now in our school's history.

"I. S. N. U.!" It means our school life—a term only, perhaps, one year, two, or three; perhaps there are some here who can say four. It does not matter; Freshman, Sophomore, Junior, Senior, Alumnus alike are sounds fraught with meaning for us all. You well remember the first few weeks you spent within these walls, as entering student. You did not then know what it means—"I. S. N. U." Perhaps you thought its meaning was tragedy. You went tremblingly to your class-rooms. You sat with silent prayers that you might not be called upon. You discovered with terror that you were asked to recite on questions not within "the lesson." You were filled with despair over assignments not in "the book." You were crushed when you were told that you were not "intellectually honest"—that you did not read your author conscientiously or report upon him truthfully. You felt apologetic, very humble. Unless you were very fortunate and unusual the thought of a host of coming duties frightened you beyond

all measure. You were told by hardened seniors that next year you would be in the training school. You would be called a "student teacher." Sometimes the faculty would come to visit you. There would be "critic teachers" to stand guard over you permanently. You would attend critiques. Critiques were lessons taught before a vast audience of criticising teachers and students. Perhaps you might have to teach one—once students did, and one could never tell when the custom might be renewed. (It would, you knew, when your turn came.) The second day you were here you heard about "rhetoricals." You were told carelessly that they meant "speeches and talks and things." You had never made a "speech" or "talk." You did not want to begin. You wondered why you had come. You decided that you were not made to be a teacher. You thought seriously of writing that you would come home. You never did, of course, and gradually you forgot your tragedies. Occasionally you volunteered an answer in class. After a while you ceased to spend the general exercise hour wondering how you would get thru the next hour's work and wishing that you might be studying for it. You ceased to sigh longingly for the "gym" hour when you could relax your strained nerves. By the end of the first term you found yourself with the strong conviction of one whose woes are past, encouragingly calling upon newer Freshmen to "cheer up." By Christmas you were happily plunged in plots for your society's honor. Old I. S. N. U. meant more and more to you. You came to the time when you frequented not only the great red building and the ivy-covered tho newer one, but spent many hours, more than strenuous, in their smaller sister at the north. Critic then was an adjective meaning "helping out of difficulties." How hard you worked here! How discouraged you became at times! How inadequate seemed your efforts! How you longed for the skill displayed at critiques! Longings, hopes, ambitions, dissatisfaction with attainments, all—we include within that term, I. S. N. U.

"I. S. N. U." means our faculty, their personality, ideals, and influences. It means, foremost among the ideas it expresses, our president. It is synonymous with work, development, ambition, growth, ideals, and pleasure. All these do we mean by our four letters. And so let us reserve for outer circles, who do not understand, exacter titles. Amongst us who know we need not hesitate to use that dearest term—I. S. N. U.!

And Even We Have Troubles



wonder why it is thought quite
The proper thing to do,
To give the Seniors a taking down,
About every day or two.

"A Senior's book without his name,"
Alas, alas the scorn,
That ill starred Senior must regret,
That he was never born.

A Senior who fails to see
How to re-shelve a book,
O how, we pray, can he escape
The death in Angie's look?

A Senior who quite solemn like,
This wonderous truth imparts;
"Our school rooms should not be too light,
Nor should they be too dark."

How very soundly he is squelched,
By responses that make cold us,
"This fact we never should have known,
If a Senior hadn't told us."

A Senior back in spelling yet,
Causes rousing indignation,
Tho' perhaps too busy with INDEX work,
To take the examination.

Oh why, why, do they vex us so?
We're not at all conceited,
There are still some things we do not know,
And we may well repeat it.

But if we all were "Solemen,"
It wouldn't take much prudence,
To make us Uni. Presidents,
Instead of common students.

—F. O.

The Vidette.

A Weekly Paper Devoted to the Interests of the Students of the Illinois State Normal University at Normal, Illinois. Published by the Students on Tuesday Mornings of the School Year.

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NORMAL, ILLINOIS, TUESDAY, JUNE 4, 1907.

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The Vidette.

VOL. XXIII. NORMAL, ILLINOIS, TUESDAY, JUNE 4, 1907. NUMBER 13.

OTTO E. REINHART, Editor.

CHARLES H. BRITTIN, Business Manager.

The Psychological Effects of the Propriety and Advisability of the Perpetual Absorbance of Weekly Faculty Rhetoricals.

K. SPIELWELL

The body of students who attend the Normal University are here for the purpose of being trained for the teacher's profession. There are many things that will come up after you have finished your course and gone out in the midst of the common people, whose children will be put in your care for instruction. In instructing the children you will come across obstacles which seem at first sight insurmountable. One which will come up to as great an extent as any will be that of being able to speak before the children as an audience, and convey to their immature minds, in a clear cut manner, the ideas which you have stored up while a student yourself. For this reason we have our rhetorical classes, the purpose of which are to train you in a line that will be a benefit to you later. We hope that these efforts that have been put forth with this object in view, have been, and will be appreciated, and fur-

thermore that you will receive from the exercises the intended help.

But we have not stopped with this one advantage alone. The corps of teachers assembled here have risen to a place in educational circles, where their ability is a recognized fact. They have one and all mastered the art of speaking before a public audience. They have furthermore been educated in the art of choosing subjects that are of the most interest to the students who are slated to listen to the discourses, and the manner of presentation has been worked up to a well known degree of perfection. All these efforts have been put forth with an idea of helping the Normal student.

One thing has been especially noticeable. The command of the English language and the ability to marshal phrases in ways almost inconceivable is deserving of praise. A thoro course in history, pertaining to places of historic interest in our own and foreign lands; a glance at the physical side of life; a word concerning our possessions; some unknown facts relative to the famous authors; anecdotes of school days with interesting statistics of the location of the buildings and grounds; some philosophical mon-

strosities and laws pertaining to the evolution of several species of human conception, and many more interesting phases of human life and education, have been listened to with keen interest.

Such things as these should by all means be practiced in your school room. You will be benefited and have an opportunity to show what preliminary training you had before ascending to your present place in life. The pupils will enjoy it as you used to, and taken in all the practice is a healthful and interesting one.

Athletics.

The athletic spirit at the local institution increases daily. It is indeed a surprising fact the number of young men who seem to be in need of some form of exercise. Only yesterday afternoon there was a crowd of about thirty out for baseball practice. The members of the team have not as yet been chosen altho the season is about closed. "Frizzy" Sill and "Buck" Brian are doing some pitching that surprises even the most sanguine observer. Moon and Ogle are still doing the stunts as only professionals can and the team in general are there with the goods. Jim Smith has shown a great deal of ability in the art of chasing balls behind the catcher and has been given this position permanently. He greatly appreciates it and the fans have shown their appreciation of his work all season.

Gray himself is not a baseball man, but all season he has shown his interest in the game by being the only man who can be depended on to bat flies.

He sometimes uses a patent fly catcher and other times he is seen with a baseball bat. Crist is also on hand but the only work he has done is to make a great deal of noise from a rooting standpoint. The athletic spirit has indeed so pervaded the minds of the student body that all kinds of stunts are being tried. "Uncle" Blackburn was only yesterday seen out in the hall of the Assembly Room endeavoring to the best of his ability to climb a hat pin that had been put in the floor for his own special convenience. All such things have found their way into the athletic world of the I.S.N.U. It is a thing that deserves encouragement, and we take liberty at this point to say that the faculty and students are all with you. Keep up the athletics even if it is nothing more than climbing hat pins or playing croquet with peas and tooth picks, as Miss Sylvia Smith and Miss Frances Kessler were found to be doing some days ago. Don't forget the great baseball game to be played next Saturday with the Mutilated Pygmies. They come with a well-earned reputation and a large crowd should be out to help them and Dingledine's colts along. Get busy and root.

To the Young Men.

Old Cicero
Will make you grow
In the speaking art,
If you take part.

So come and see,
If you don't believe,
At seventy-thirty
On Friday eve.

—Dedicated to the author, Ira W. Dingledine.

✓ Editorial.

Many visitors at this institution ask the question, "Do the students economize their time?" In this it is meant, "Is the time allotted for work carefully planned?" Let everyone here take to himself this question. It is the fear of the writer that the average student does not act as wisely in this matter as he might. The lessons are as a rule hard and long, and the time is short. Many times the student has other duties to perform outside and the task is thereby made doubly hard. If each one would learn to give up some little enjoyment for the sake of the studying of some one topic of interest in connection with his lessons, the life of the one seeking education would be more of a pleasure. What if you would have to "cut a date?" Would it ruin you for life? Do as we have done in many instances. Cut out some social engagement and the next time you go up stay a longer time and thereby make up for it. In giving up this social event, your time that would have been spent there would be spent on your studies.

But such a condition of affairs is not necessary if the suggestion mentioned above is carried out to the fullest degree. The time say, one hour and thirty minutes, is spent on the advance lesson for bench work or mechanical drawing. Another space of time is spent in the absorbance of some other study, and so on. Every day is carefully mapped out and furthermore, carried out. If the student body as a whole would not waste time, the grades recorded every three months would

show up better, the teacher would be better satisfied, and it is unnecessary to say that the student would be overjoyed. Take the advice of one who knows by the hard road of experience, and hereafter work out a lesson as suggested—then fill your dates.

✓ Smoke Up.

Halt!! Pay your subscription. We need the money. How do you expect us to make good on the Vidette this year if you people don't get busy and hand us the "spun?" We have been issuing this sheet for the past nine months and many of you people have been getting it free of charge. That's not business. What do you expect to do when a like proposition confronts you when you become a full-fledged teacher of the state of Illinois? Do you suppose for one minute that the body politic of our sylvan universe will be proud of you? Of course not. Consequently cough up and check any accusations that may be hurled at your heads. My friend, the German editor, and myself are not mixed up in this thing just for the fun that we get out of it. Do you think that it will be possible for us to meet the demands that arise in a financial way? If we relied on you, there would be two poverty-stricken Seniors in this institution.

I have spoken kindly to you several times and on several occasions you have given me your word of honor that your miniature subscription would be forthcoming but as yet I have seen nothing that might be likened unto it. This is the last call. I am giving you

fair warning. The first negligent subscriber that I meet face to face will be unexpectedly connected with my fist. The physiognomy of that said person in question will, if it is in my power, be mutilated beyond recognition. My patience is gone, and pleadings will have no effect. If you did not want the paper why in the name of Otto E. Reinhart didn't you stop?

I feel that this is enough. It is my last message. There will be nothing following unless it be your last will and testament. With these few words of warning I close with the fond hopes that the poor soul who is unfortunate enough to be business manager of the Vidette next year will have a different class of people to deal with. Now if any really feel disposed to pay their subscription before school closes I have reduced the price to 98 cents.

C. H. BRITTIN, Bus. Mgr.

Exchanges.

Word comes from Normal, Illinois, that one of our town is getting to be the most popular young man at the University at that place. Otto Reinhart was born and raised in our vicinity and was always considered one of the best students of the district school. The older residents will remember his ability as a speaker and cornetist, being at one time leader of the famous "Freeburg Wienerwurst Band." Our fellow townsman has grown since leaving here both in stature and intellectuality, and the residents of Freeburg should feel justly proud of her product. He has, since he has been at Normal, been president

of one of the literary societies, editor of the school paper, debater on the annual inter-society contest, leader of the University band, and held many other offices of trust and esteem. It is with pleasure that we will welcome our boy home again. The young ladies of Freeburg are arranging for a wiener-wurst and sauer kraut supper to be given in his honor on his return. We suggest that affair be held at "Dummerfeldt's Inn," as this is the most distant of any of the good hotels of our village and will not cause any trouble to the health officer. Let every one put his shoulder to the wheel and be at the depot when Otto comes home.—*Freeburg Zeitung, April 2, 1907.*

It is with pleasure that we chronicle the good fortune of one of the boys of our town, Edward B. Couch, who has achieved great renown at one of the educational institutions of our state—namely, the Illinois State Normal University, at Normal. When Eddie was a student at our town school he early showed great intellectuality. At the age of three he was able to read the Bible; and when twelve could play a great game of croquet on the ground in Sheldon's pasture. He has spent the past two years at the school at Normal, with the exception of one term—he at that time being Assistant County Superintendent of Schools of Peoria county. (We include the latter position for fear that our readers may not know of the fact.) The faculty of the institution of which he has been attending at a recent election chose him as one of the represent-

atives at commencement time. According to the young man's own statement he has made the best grade of any student who was ever enrolled there. We always knew he had a bright future before him but hardly ever expected him to rise to the place he has in educational circles. An effort is being made by the local board of directors of District Number 23 to get him the position of superintendent for that locality for the ensuing year. His arrival home is being looked forward to with pleasure by the greater portion of our large populace.—*Hanna City Astonisher*, April 6, 1907.

the large chorus which favors the music loving people of the city with strains from the best composers, our village product is heard above the rest, in tones sublime and harmonious. The residents of this "burg" will not be surprised at this fact, however. Herbert's voice was often heard in the days of old when he was engaged in driving cows, and it was no doubt this participation in this line of work that cultivated his voice to its present perfection. To say that Woodson is proud of Herbert is speaking mildly. We are afraid to predict for him, because of fear that we will not soar high enough. Keep it up, Herbie; we are all with you.—*Woodson Prevaricator*, April 10, 1907.

Our modest little town is achieving quite a reputation because of the success of one of the former residents of Woodson. Somewhat over two years ago, Mr. Herbert McKean, of this village, went to Normal and there entered school. He has since been attending the institution at that place and from all reports is the "whole thing." This report has as yet not been confirmed, our only source of information being his letters to friends here. We feel safe in saying that this is enough, as he has always had the reputation of being a truthful boy. He is the president of the Y.M.C.A. of the school for the ensuing year, which in itself is quite an honor. He has put the athletic preparation he obtained on the farm here to a good advantage by playing on the football team at the school for the past two years. Besides his literary and athletic ability, his work in musical lines is a noteworthy fact. In

Mr. J. Val Wiekert arrived home last week from Normal where he has been engaged in attending the Normal University at that place, for the past three months. Val went to Normal first about eight years ago, and has been a student there at different times since. A portion of his time has been spent in teaching school and he has now completed enough work to permit his graduation in June. His appearance has been completely changed during his residence in that city, and when he arrived at Emden last week many of our citizens were of the opinion that some person of note had arrived, judging from the appearance at first glance. This opinion was all the more believed when the gentleman spoke, for his utterances were those of wisdom and the result of association with the higher masters of learning. The small groups

which congregated around him were awe struck at the manner in which he spoke of his great literary exploits during the past few years. For a poor boy with meager advantages to rise to such a height in the literary world is remarkable, and as a token of our appreciation we extend to Professor Wiekert the best we have.—*Emden Mirror*, March 22, 1907.

Invitations to the commencement exercises of the Illinois State Normal University were received in Blue Mound this week, quite a number being sent by Mr. Frank Gray, who graduates there this year. Frankie went to Normal in the fall of 1901 and with the exception of two years spent in teaching, he has been there constantly. Some people go to school, and the students of the institution at which they are attending scarcely know of their presence there. But not so with our product. He started his career in the fall of his entrance by making the football squad and in the winter was on the basket ball team. He continued his athletic training throughout his school days until he attained the position of basket ball captain and later football captain. His record on both fields of play are the best one could wish for and the students have often yelled for him alone because of his great work. Besides being prominent in an athletic way he has achieved as much fame in literary lines, especially during the past year. Everyone is justly proud of Francis, as he terms himself while in the intellectual center, and expect to hear more of him in the future. It is

rumored that he will go to the Philippine Islands in company with J. Val Wiekert, one of his fellow classmen and close friends, although the latter statement has not as yet been verified. Several from this city will go to Normal to witness the graduation exercises in a few weeks.—*Blue Mound Magnifier*, May 21, 1907.

Information coming from Normal in regard to Mr. James H. Smith, one of our boys, is to the effect that he is about to start a new form of education, that of compelling the students of all educational institutions to wear wherever they appear, a cap and gown. The gentlemen are urged to grow a small bunch of spinage on the lower extremity of their face, and if possible decorate the upper lip in the same manner. The ladies are asked to wear their hair down their backs, and tie the same with school colors. The new form of wearing apparel is meeting with the approval of quite a number of the votes he controls at the institution which he attends and it is expected that he will in time make a fortune out of the new project. Success to you, Jimmy. Perry and vicinity are justly proud of you for your bravery.—*Perry Reflector*, April 6, 1907.

Choice Bits of Information Wafted on the Social Breeze.

ENTERTAINED.

Miss Eleanor Hoierman, of Bloomington, entertained last evening in honor of the "gentleman" from Macomb. The party present was small,

the guests of honor being the hostess and the one young man. Noodle soup and pretzels were served as refreshments.—*Normal Globe*, March, 1907.

Miss Durflinger entertained Mr. Oscar F. Weber yesterday afternoon on the campus. The time was pleasantly spent in the study of botany about the pond.—*Special Correspondence*, Mch.-June, 1907.

(*Special from the I.S.N.U. English Department.*)

Miss Ruth Felmley entertained last night with a bowling tournament at the gymnasium. Following the sport along this line the party repaired to the home of the hostess where appropriate refreshments were served, and the evening pleasantly spent. The company was very choice, Professor Woodward, "Cuckoo" Crist, "Greaser" Griggs and "Speedy" Beck making up the awkward sex, and Misses Joseph, Eloise Chamberlain, Ruth Felmley, and Hildreth, being the constituents of the gentler sex. From all reports from the gentlemen whose privilege it was to be present, a much better time was enjoyed than would have been at the dance in the Normal Opera House.

SMOKER.

Messrs. "Joe" Ogle and "Single" Chamberlain entertained at the home of the former last Friday night with a smoker. Corn silk and grape vine cigarettes, with coffee cigars, were the order of the evening. All report an exceedingly good time.

"I Don't Believe It."

"Prof. Todd says the earth is a sphere, but I don't believe it."

"Mr. Spencer says so, but I don't believe it."

"This school makes teachers out of human beings, but I don't believe it."

"I am to graduate this year, but I don't believe it."

"I may get a \$25 school for next year, but I don't believe it."

"Some of the graduates may want to trade pictures with me, but I don't believe it."

"'Speedy' Beck may make a date with me before school closes, but I don't believe it."

"The system of having a grade do extra work for admittance to high school may be all right, but I don't believe it."

"This school may be fair in its choice of honored officers, but I don't believe it."

"I am reliably informed that my name will always be Grace Bookwalter, but I don't believe it."

Classified Ads.

WANTED—A date. Applicant need present no references. Some one from Macomb or DeKalb preferred. Address or call at Normal University or 812 W. Mill St., Bloomington. Eleanor Hoierman. 6-2-07 tf.

WANTED—Girls. Present supply nearly exhausted. Call any day at any time on the campus. "Speedy" Beck. 5-30-07 tf.

WANTED—A stand-in with Uncle Dave. Good compensation for advice or suggestions. Call at my office on North street any time after 7:30. Eugene Shaver.

5-21-07 3t

WANTED—A megaphone so that more people will learn of my place in the world. References cheerfully furnished by the faculty. E. B. Couch.

6-4-07 8t

WANTED—Some one to rock the baby while I re-write my theme for delivery at commencement. Come early, as time is limited. O. A. Barr.

4-4-07 tf

WANTED—Suggestions as to how a house should be furnished. Reward of \$10 for best plan. Call at Brand residence on North street or at Twaddle & Erickson's Shoe Store, Blomington. Ola Litchfield.

5-15-07 6t

WANTED—A cap and gown, for papa and mamma to see when I graduate. The Senior class is asked to grant my wish if it is at all possible. Estimates cheerfully furnished from recent catalogs received by myself. James H. Smith.

5-25-07 5t

WANTED—A position as Gardener. Will work for a small salary to start on. Elijah Williams.

5-10-07 17t

WANTED—Money to pay for the gate. Receptacle for cash to be found in the janitor's office. Don't be afraid to loosen up. Gresham Griggs, Collector.

4-1-07 tf

WANTED—A physician to nurse me thru life. Some one with a football reputation preferred. Office hours, 7:30 to 7:45 a. m., and 5:10 to 5:25 p. m. Nellie Holland.

4-15-07 27t

WANTED—Some one to sing from morning till night, "The Same Old Moon is Shining." Jane Osborne.

5-3-07 108t

WANTED—A good old fashioned limburger cheese lunch. Otto E. Reinhart.

6-3-07 4t

WANTED—Some one to make a date for me with "Frizzy." Preferably after chorus. Elmer Sill.

5-6-07 tf

WANTED—Some one to make a date for me with a little Shaver. Put emphasis on buggy rides. Margaret Triplett.

5-17-07 3t

WANTED—A position as "draft clerk" in some well established bank. References may be obtained from any student who attends General Exercises and has seen me open and shut the windows. Manfred J. Holmes.

6-2-07 tf

Lost and Found.

LOST—My stand-in with the faculty. Reward for its return uninjured. James H. Smith.

4-5-07 tf

LOST—The Contest. Return in fall of 1907. Reward. Philadelphian Society.

5-10-07 5t

LOST—Jay. Reward of $\frac{1}{2}$ my fortune. Eloise Chamberlain.

3-20-07 tf

LOST—My heart to a Macomb lad. Finder will receive reward by telling him to write oftener. Beulah Brown.

3-26-07 10t

FOUND—A boy who wants me. Ola J. Litchfield, Mabel Tucker, Lucile Goode.

5-14-07 9t

FOUND—Allen Club contract. Reproduction of same to be found in another column. Owners may have same by proving property and paying for this ad. INDEX Editors.

4-22-07 2t

FOUND—A book entitled, "How I Learned to Butt In," with author's name, Eleanor Hoierman. Owner may have same by calling at Miss Ela's Art Room and consulting the INDEX staff.

5-14-07 tf

For Sale.

FOR SALE—My book on "Why I Took a Nature Study Subject for My Theme," with notes by John P. Stewart. Price, \$2.50. Margaret Triplett.

5-22-07 7t

FOR SALE—My brown shirt, brown hat, and purple necktie. Howard S. Woodward.

6-1-07 5t

FOR SALE—Myself and all belongings to one little girl from the Netherlands. "Doc" Pulliam.

2-18-07 49t

FOR SALE—My laugh for a "Hamburger." "Chuck" Harrison.

3-10-07 tf

FOR SALE—The plate of candy I stole at Bushnell. Reduced price. Grover Harrison.

1-4-07 6t

FOR SALE—"Single" Chamberlain. Guaranteed good goods and to stay with you. Guy Ogle.

4-29-07 tf

FOR SALE—My position in this world for \$10,000,000. Faculty will furnish references if necessary. Herbert A. McKean.

6-5-07 tf

FOR SALE—Everything I now possess for a good crop of hair—and a Ruby. "Cutie" Wise.

4-12-07 3t

STRAYED OR STOLEN—Sadie. Finder please return so that I may rest easier, and sleep nights. Reward for information leading to her constant whereabouts. Charles H. Brittin.

5-22-07 tf

What's the use of studying?

It's foolish.

You can get grades much easier by systematic bluffing.

Look at my success!

With my instruction you can do as well.

My life work will be for your good.

Call while the opportunity is open to you.

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Estimates cheerfully furnished by us, and references as to our
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INCORPORATED MARCH 8, 1907

(Patronize our Advertisers.)



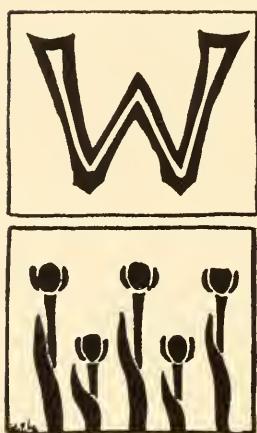
The Old Wooden Gate.

A Parody on "The Brave Old Oak."

A song to the gate, the old wooden gate,
That stood at its post so long,
Here's fame and renown to the boys of the town,
And their fifty arms so strong.
There was fear in his frown, when the president hit town,
And the fire of its ashes were out;
But he showeth his might, when with power bedight,
He hurriedly put them to rout.

Then here's to the gate, the old wooden gate
That stood at its post so long;
But still we agree when we're all set free,
That we're only glad that its gone.

Normal Pennants



hen the football season opened,
With a grand and glorious rush,
And upon the field of battle,
Our boys wore the victor's flush.

Any eye that chanced to wander,
From the touchdown, and the goal,
Saw the pennants of both line-ups,
In the breezes wildly roll.

When at last the game was over
And our players' names were sung,
Gray and Dillon, Beck and Shaver,
For them all loud praises rung.

How from the jaws of failure
Our boys did victory seize
Then our I.S.N.U. pennants,
Waved full proudly on the breeze.

When the football season ended,
And great contest day drew nigh,
Every student of old Normal
Had his colors floating high.

Then the Phils sang loud the praises
Of contestants firm and strong,
And the Wrights were just as certain
They would win the day ere long.

In those days of tense excitement
Theré were those who risked their lives,
While Wrights cried—"The Gym"—Our pennant—
With the breezes, how it strives.

E'en the kindergarten children
Sided with the Phils or Wrights,
Gazing from below up to the
Gold and purple's fluttering lights.

Contest day at last arriving,
In the brilliant Normal hall
Din of song and yell arising
From the Phils, and Wrights, and all.

Bore aloft the brilliant banners
High above the heads of those
Who were singing songs of praises
For contestants whom they chose.

Contest spirit ruled about us,
And excitement filled each day,
E'en the faculty decided
Contest games were good to play.

When their challenge was accepted,
And the contest game begun,
Faculty and students entered
Waving pennants, every one.

On the night of our great contest
 Between Normal and Macomb,
 How the pennants of both parties,
 Glimmered as the bright sea foam.

When orations had been given
 And "Our Nic" had won the day,
 Then amid the shouts of triumph
 Normal pennants held full sway.

With the coming of spring weather
 Baseball teams come to the front,
 And our Normal team this season
 Does full many a baseball "stunt."

While amid the cheering voices
 Of a large admiring crowd
 Normal pennants float above us
 Making every student proud.

Normal pennants reign triumphant
 On our glorious contest days,
 And in glory float above us
 As we shout for our best plays.

And when not in use you'll find them
 In the place of honor hung
 In the den of every student
 Who has Normal's praises sung.

There is one more Normal pennant,
 And a brilliant pennant too.
 That's our anniversary pennant,
 Soon t'will be afloat o'er you.

In the rooms of all alumni
 Who to our reunion come
 'Twill be placed as a reminder
 Of their happy visit home.

ESTHER MANSFIELD.



Sidelights on Color Rushing.

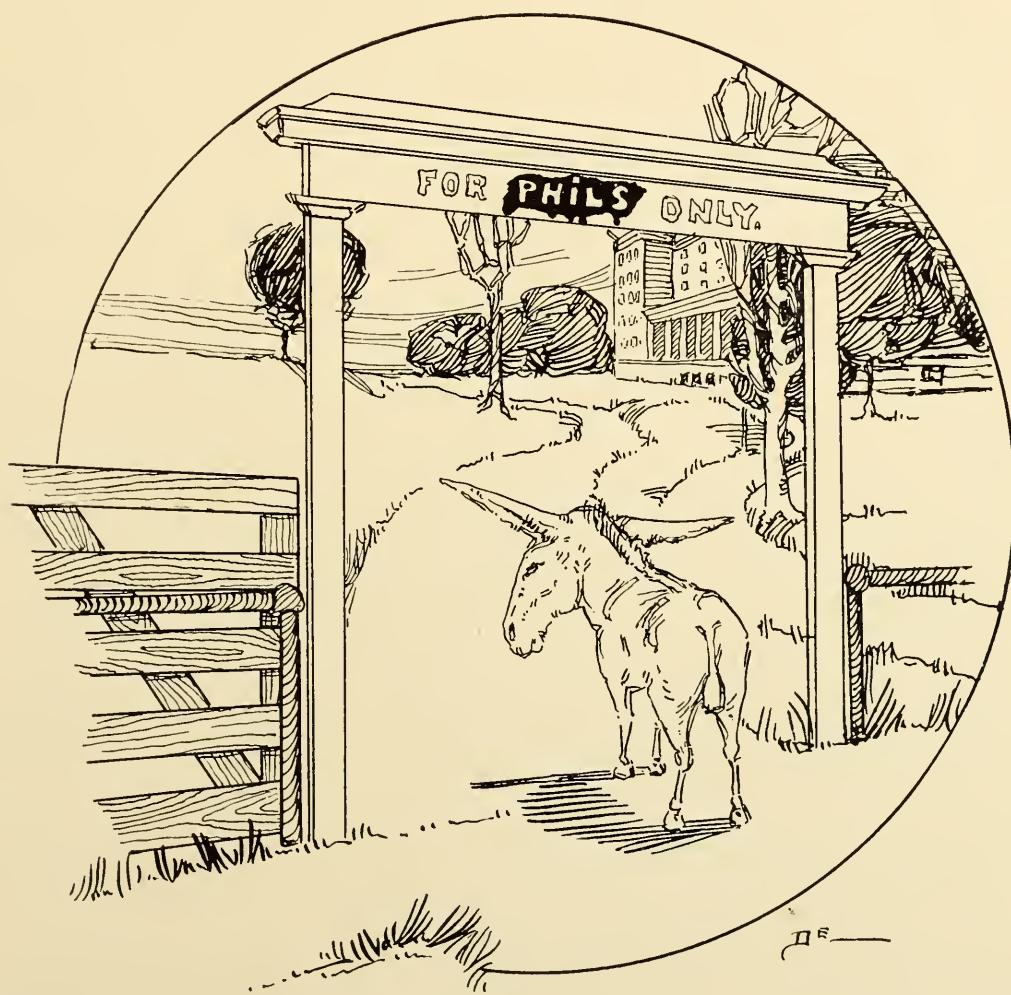
Of course every one in school knew when the Wrightonians put their colors up they would not have the satisfaction of seeing them wave in the breeze very long if a Philadelphian could get his hands on them, even though he had to climb a waterspout. But very few knew the troubles that some people had, or the sleep lost on account of the color rush. The Phils being stronger in the number of boys, had the advantage and that made it harder for the Wrights. After losing several yards of purple and gold, the Wrights decided to do the color raising in a manner that would win the admiration of the Phils.

In a meeting a committee of four was appointed to arrange for a ceremonial raising of the colors. The Phils made their threats that the raising would not come off as scheduled. The committee were afraid that such would be the case. They were to meet at night to decide and as this meeting was known to the Phils, the main building was watched all of the fore part of the night. The committee layed their plans, and just to see how the Phils would behave, went walking past the building. Numerous whistles were heard and a score of hidden forms soon came gliding forth in the arc light. Apparently satisfied that no harm was intended, as there were a couple of ladies in the Wright committee, and being assured by the ladies that they were not going to bother to put up any more colors to be taken by the Phils as trophies, the Phils saw the Wrights home and thought all would be well till the ceremony the next day at noon.

But a few were suspicious of the good intentions of the committee and instructions were given to watch them early the next morning. As "Buddy" Diehl was rooming with one of the members he was to notify the Phils if anything was doing. But the Wrights had men of brains and often a little headwork can make up for lack of force. In the early hours of the morning "Buddy" walked up toward the University to see if anyone had been busy. Satisfied that all was quiet, he came back and went to bed, happy with the thought that once more the Wrights had been scared. But had he known all that had transpired while he was out he would not have slept much more that night, for his leaving the house was just what was needed for the success of the committee. Plans had been laid for an early raising of the colors and a strong guard to be placed to see that the colors floated till noon at least. So while "Buddy" was out some rapid changes were made in sleeping places by a couple of Wrights (because one being a basketball player was not allowed to lose sleep) and for once the

one sleeping in front did no complaining when he was rudely awakened by "Buddy" crawling over him and introducing his cold feet into the warmest spot in the bed. "Buddy" spent the remaining hours of the night, dreaming of the future in which the orange and black would wave in triumph over the I.S.N.U. But alas, at six-thirty he was rudely awakened by an unfamiliar voice, which called him to the window to see the colors on the University. His exclamation, "What are you doing in here, Doc? Where is Burt?" will long be remembered.

For once the Phils were outwitted, and the rest is known to all who lived thru the excitement of the forenoon, till the President went up and sent every one down from the cupola, and gave the Wrightonian Society permission to float their colors unmolested. Altho many of the best in school deplore the extent to which the color rushing was carried this year, still many will look back with fond memories to their experiences in connection with the sport.



A Social Contract.

THE ALLEN CLUB

514 N. FELL AVE.

NORMAL, ILL.

We, the ladies of the Allen Club, as party of the first part, do hereby agree, promise, and pledge our word of honor, not to go with, walk with, talk with, listen to, or in any other wise have social dealings with, any young man, boy, gentleman, or any other species of the male sex whatsoever, of any other club, boarding-house, or any other eating house of whatever character, in Normal or Bloomington.

We, the party of the first part of the above said Allen Club, do further contract and covenant with the young men of the aforesaid Allen Club, as party of the second part, that we will go with, walk with, listen to, flirt with, and in every other social way, be with, you, the young men of the club specified above.

We, the young men of the aforesaid Allen Club as party of the second part do irreverently swear, vociferously affirm, and solemnly vow, not to accompany, be accompanied by, engage in conversation with, be engaged in conversation by, or in any other wise whatsoever enter the presence of, any female, or group of females of any other eating house, as before mentioned and specified as a party of the first part.

We, as party of the second part, further contract and covenant with the party of the first part, to diligently and persistently seek your company at all hours, and to make ourselves indispensable to your complete happiness, in every way whatever.

That this contract may seem more binding, we the party of the first part and the party of the second part, do hereby make known, proclaim, and publish that we individually and severally, are sane and have attained the requisite age at which persons may legally and lawfully enter into contracts and be responsible for the observance of the conditions herein named and be amenable to the law for any violation thereof; in proof whereof we witness our names:

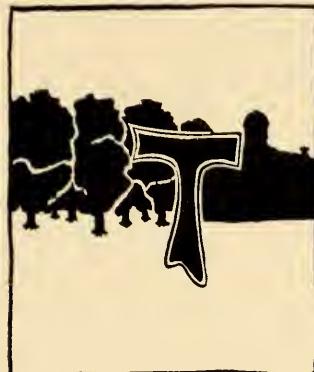
The above names were properly signed in my presence.

CHARLES FAHRNKOPF, *Steward-in-Chief.*

Done this 19th of March, in the twelfth year of the establishment of the Allen Club.

Chas. Fahrnkopf. Anna Muriel Jones
Oscar F. Huber Blanche Durflinger
Geo. Goffel Carrie Lyle
Chas. Dickman Edna Islyn Hiltbrand
Edw P. Leilich Alice C. Lease
John Adams Lela Bullock

The Cap and Gown Trio



here were three boys in school,
 Who thought 'twould be quite gay
 For all to dress in caps and gowns,
 Upon commencement day.

Do you think that you could guess
 Who these three school boys were,
 If I should tell you why they did,
 Such a costume thus prefer?

The first one thought that the cap and gown
 Idea was not bad,
 For if all purchased caps and gowns
 He'd get an INDEX Ad.

The next one's reasons we would think,
 Would not come from a man of knowledge,
 It was because some wore them when
 They graduated from Smith College.

The last one's reason is not clear,
 It couldn't be a sense of duty,
 But perhaps because the garb would become,
 His clerical style of beauty.



A Note of Thanks and Apology

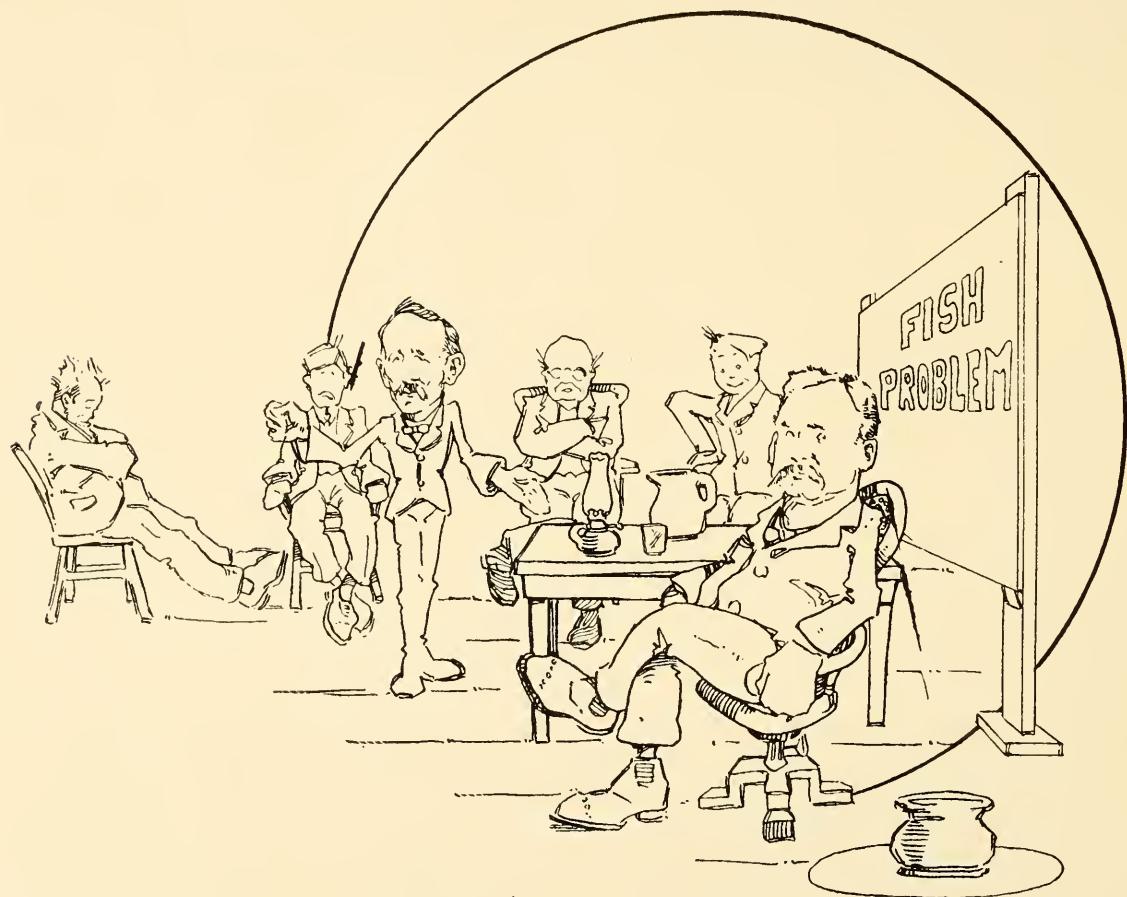
Perhaps you remember in days of yore,
I needed a handkerchief one day very bad;
But as I was almost a block from our door,
You kindly loaned me the one you had.
I went to the dance with this 'kerchief of thine,
And danced several dances and there left in time,
To catch for Bloomington the 4:40 car,
And too, I discerned on traveling afar,
That this precious belonging I'd borrowed of you,
I'd forgot to return and knew you had few,
And when I got home, I sent to Marie,
She was to wash and return it to thee.
But 'ere wash day was over she'd already forgot
That very solemn promise I'd from her begot.
So for days and days the 'kerchief lay 'round
And could neither by me nor mother be found.
At last, however—it again came to light,
So I will return it, and save you the fright
Of thinking you'd never receive it again,
And in closing—I'll say—For it, I'm thankful—Amen.

(The above is a sample of the literature that comes from the north row of the assembly room.—Eds.)



Passing Requests of the Senior Class

1. That the faculty take a full course in rhetoricals, and in the art of choosing subjects, before appearing before the student body at General Exercises. Further that the addresses have a definite "beginning" and "end."
2. That football be supported in such a way as to encourage the sport.
3. That the article under No. 2 apply also to any other form of athletics played under the name of the Normal University.
4. That the class of 1906 be made to paint the President's desk in the Assembly room which they disfigured one year ago while acting in the capacity of paper hangers.
5. That any and all faculty members found trespassing on the campus, be made subject to a heavy fine, and if the offense is repeated a term of imprisonment be imposed upon them, lasting not less than two hours nor more than three days, the place of confinement to be the President's private office. Furthermore, that the students having studies under such members of the faculty while serving out their sentences be made "non-responsible" for the work missed because of the negligence of the instructor.
6. That the Board of Education spend at least one week in visiting the classes of the institution and spend an equal length of time associating with the students and after this time act to the best advantage in the hiring of teachers for future years.
7. That General Exercises be made a pleasure rather than a "bore."
8. That the school spirit that is now found dead at the University be brought to life in the future, rather than buried deeper.
9. That the Senior class be eliminated from the notices at General Exercises in reference to exemplary deeds.
10. Since it is the desire of the faculty to make this school's interests literary rather than athletic, be it resolved that the faculty pay their *Vidette* subscriptions early in the year and thereby set a good example for the students.



Causes of Impurities in Drinking Water.

- (1) Some of the compounds found in the earth are H_2O , CO_2 , $NaCO_3$, $CaCO_3$, H_2CO_3 , $NaNO_3$ and SiO .
- (2) Removable from earth by plants only.
- (3) Changed into complex cells by animals.
- (4) Compounds return to the earth thru decay of animal life but in an impure state because of:
 - (a) Organic matter.
 - (b) Action of bacteria due to:
 1. Swill barrels.
 2. Stagnant pools.
 3. Poor sewerage.
 4. Lack of attention to dead animals.
- (5) The things that do return to earth and consequently get into the water are:
 - (a) Organic matter, NH_3 , KnO_3 , $NaNO_2$, KCl , $NaCl$, $MgCl_2$, NH_4Cl .

The Old Bell.



olemlynly, mournfully,
Dealing its dole,
The old Normal bell
Is beginning to toll.

Slowly and sadly
Is wended the way
By the Seniors, to school
On Baccalaureate Day.

Merrily, joyfully,
Rings the old bell,
For vict'ries in contests
And track meets as well

Friends are forgotten,
Lessons as well,
But forever we'll remember
The sound of the bell.



Confessions of a College Girl.

Where was an alarm clock to be found? It perhaps wouldn't be needed for it was our first midnight feast; but we must be sure to get there. A search was made in some rooms and an old clock was found. There was a rush for our room—then all was silent, for the bell had rung for our lights to be out and talking to stop. No alarm clock was needed because we couldn't go to sleep. At 12:15 we decided to start for the second floor—our room was on the first. Every board creaked and it seemed as if we had to pass every teacher's room. But we got there and the two girls were waiting for us. We were horrified when we happened to think that the room we were in was over the President's. This changed our plans somewhat—we decided a slumbering party would be more safe, so left our feast until morning. And then the pickles weren't half so sour, or the candy near so sweet as they would have been at midnight.

We Freshies had heard about Thanksgiving at college and could hardly wait for the day to come. But perhaps it was the night before and the early morning which we were most anxious for. Tom—the old negro—did not ring the rising bell that morning. The girls did this, and it was always a secret as to what two should ring it. Several girls were suspicioned so a number of us met in the library at 3 o'clock that morning. As usual, the boards creaked, but we were getting used to that. And it was strange that we could get up so early for we were never able to get to breakfast on time, especially if our shoes had to be buttoned. This morning no complaints were made. Everyone who was into "our" secret was there with a tin pan, bucket or horn. At 5 o'clock we could wait no longer—we'd just have to rouse the house—so up and down stairs and thru the halls we went and pandemonium reigned. We felt that perhaps we had made some enemies.

The "Sing" was over. It was next to the last night. We were thinking of home so couldn't sleep. It was a hot night and to even hang one's head out of a window was a pleasure—we appreciated the little things. A man seldom passed our window, but to our horror, that night a man appeared there suddenly. Fright was our first feeling, but this turned to mischief. We hurried for our water pitcher and held it just outside of the window. How could we spill the water most effectively. We decided to laugh. The plan worked beautifully. The man looked up and down poured the water.

And Thanksgiving was the one day that we were allowed in that wonderful place—the kitchen. It was such a busy day for the cooks and maids, for we had something to eat that day; so

we were allowed to wash the dishes. I thought it would be a snap to wash the pitchers but after I had washed a water pitcher, milk pitcher, two cream pitchers, a hot water pitcher, and a coffee pot for each table—there were seventeen tables—I thought differently. It was a much better job to sweep the front walks. I wonder why?

I guess we all like "April Fool." It was a terrible thing to be late for breakfast—why, if we were, we broke the "star table." But we felt that the teachers needed some extra sleep, so at 3 o'clock on "April Fool" morning about 30 of us met in the library—that secluded spot on the first floor. You would have thought we were going to tie something up, because every girl had a trunk rope or more than one if she were lucky. Two girls were assigned for most of the teachers. We started out for our places, tied slip-kots, slipped them over the door knobs and then tied the rope securely to something near. We thought "we had done it" and so went back to bed to sleep peaceably and long. But that morning all the teachers were unusually active, and all, save one, to breakfast on time. Tom had not done his full duty, for, altho he had cut the ropes, he had failed to turn the key in that one teacher's door, and poor thing! she had to miss her breakfast.

It was a beautiful spring night. The Choral Club had finished practicing. It was a Romeo and Juliet scene. Juliet sat in her window dreaming, when around the corner came a man who she supposed was her Romeo. In her high piping voice she said, "Hello, old boy, it's a fine night, isn't it?" But Romeo was surely angry. He didn't answer; what was the matter? Yes, I believe he was angry, for in a few minutes he appeared at her door, the President—the "old boy."

Commencement week had almost come. We must have a ghost walk that night. I was alone, so hunted an alarm clock. The hour was set for 12; the place—Music Hall, third floor. Oh, yes, I'd be there. The sheet and pillow case were on a chair. I lay down to sleep and I slept. The midnight walk came off. Ghosts were everywhere and disappeared mysteriously when the Preceptress appeared. At door after door she rapped—no response, finally a sleepy "come in." Investigations began with good results; twelve girls found in the one room under the beds, back of the dresser, in the dress boxes, in various places. A rap came to my door but there was no answer. In came the lady to call. I made no answer still. She shook me, she lighted the gas and shook me again. My answer was, "Is it time?" She was ready to believe that I was innocent, but I would rather have lost my privileges than miss such a stroll.

We decided that there was no better place for fun than a woman's college.

A Bit of Senior Wisdom.

I.

It is easy enough to be happy,
When the nines come to you every day;
But it takes a lot of grace
To wear a smile on your face
When the winds blow the sixes your way.

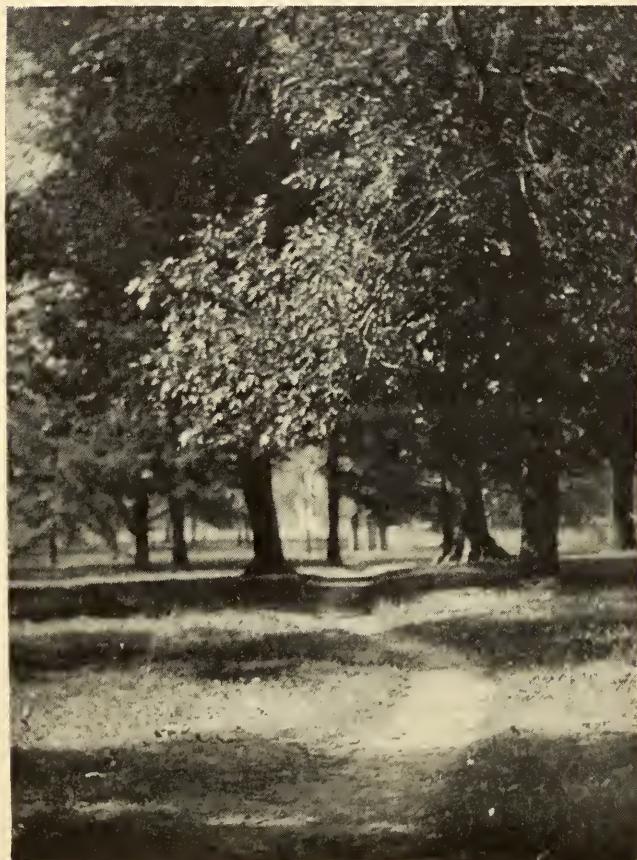
II.

You can easily discourse upon poise
When you have nothing better to preach,
But it takes a firm nerve
To keep calm and not swerve,
When four critics are watching you teach.

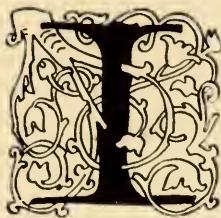
III.

To be joyous is easy when Fate
Flings a \$90 job at one's head;
But one is likely to pine
And promptly decline
If one has to do dishwashing instead.

—F. O.



The School Teacher's Creed.



BELIEVE IN BOYS AND GIRLS, THE MEN AND WOMEN OF A GREAT TOMORROW; THAT WHATSOEVER THE BOY SOWETH THE MAN SHALL REAP.

I BELIEVE IN THE EFFICACY OF SCHOOLS, IN THE DIGNITY OF TEACHING AND IN THE JOY OF SERVING OTHERS. I BELIEVE IN WISDOM AS REVEALED IN HUMAN LIVES AS WELL AS IN THE PAGES OF A PRINTED BOOK, IN LESSONS TAUGHT, NOT SO MUCH BY PRECEPT AS BY EXAMPLE, IN ABILITY TO WORK WITH THE HANDS AND TO THINK WITH THE HEAD, IN EVERYTHING THAT MAKES LIFE LARGE AND LOVELY. I BELIEVE IN BEAUTY IN THE SCHOOL ROOM, IN THE HOME, IN DAILY LIFE AND IN OUT-OF-DOORS. I BELIEVE IN LAUGHTER, IN LOVE, IN FAITH, IN ALL IDEALS AND DISTANT HOPES THAT LURE US ON. I BELIEVE THAT EVERY HOUR OF EVERY DAY WE RECEIVE A JUST REWARD FOR ALL WE ARE AND ALL WE DO. I BELIEVE IN THE PRESENT AND ITS OPPORTUNITIES, IN THE FUTURE AND ITS PROMISES AND IN THE DIVINE JOY OF LIVING. AMEN.

—EDWIN OSGOOD GROVER.



A Down Grade Game.

Mr. Cavins one night on his way home from town,
Met two girls with a wagon—to Hildreth's house bound.
The girls a mascot were going to prepare
For the Phil and Wright game—an annual affair.

The girls just for pastime coasted down the east walk,
Along came the Professor and to them did he talk,
Saying: "Girls, for awhile let me into this game—
I've not coasted for years and I think it a shame."

The girls were delighted and each took a turn
At pushing the other and the professor so stern.
How long the sport lasted, safe to say quite awhile,
For ever since then Prof.'s worn a broad smile.

The Trip to Mackinaw Dells.

Every spring and fall a trip to Mackinaw Dells is taken by the members of the biology and physical geography classes. This spring was no exception.

The nine o'clock car to Bloomington was crowded with Normal students, carrying lunch baskets, botany cans and pressing cases. A hum of merry talk and laughter filled the air. The party reached Lake Erie Station, only to find that there, too, Normal students predominated.

It would not do to tell all of the jokes of the day, of how a new student with his large straw hat was mistaken for Mr. Coulter, or of how a few girls called "Train's coming," and the whole company flocked out, only to find it was a false alarm, or, how, after the train had really come, and the party had started, Mr. Coulter lost his ticket, only to find it sometime later in a long forgotten out-of-the-way pocket, or of the wedding party on the train, who left at Carlock, or the story of Mr. Coulter's belt, or of how many people one seat can hold. Some of the party rode on the back platform, and as we passed thru the small stations, gave our school songs and yells.

Finally we reached the Dells. A few of the party hurried on, and when the rest reached the pavillion, they were received by the "reception committee," composed of Misses Holland, Littwinski, Reeder, and Felmley.

The physical geography students, led by Mr. Ridgley, explored the river to the north, while Mr. Coulter and his botany classes hunted for specimens. The accidents were few. Some got into quicksand and sank a few "feet," but all were rescued without serious results.

At twelve o'clock all returned to the pavillion for dinner. How much was eaten? Do not ask. Probably you have all been on picnics.

After dinner, Mr. Ridgley took his classes on the long and toilsome journey to Cedar Bluff. The others went botanizing. Many rare (?) specimens were discovered, and a favored few witnessed a snake eating its dinner. Some of the girls retired to a small stream to wade, but alas, they had not been there long until they were discovered.

A small number of the girls spent their afternoon in Violet Hollow, and many were the lovely violets that were taken home with them that night.

It is needless to tell of the girls who lost their coca-nut, of the walk to Congerville by Mr. Coulter and two students, for a bat and baseball, how one girl got entangled in barbed wire and had to be rescued, and of the boat rides enjoyed by a few, for surely everyone has heard of it all.

Late in the afternoon, all assembled at the pavilion to watch a baseball game played with the hard-earned ball and bat. Many fine (?) plays were made. It was a game to be proud of. At the close of the game, they climbed the long stairway to the platform, where the train stopped and took them on.

The ride home, altho a merry one, was not as jolly as the one in the morning. At last they reached home, toil-worn, sun-burned and weary, but happy, with full botany cans and a warm spot in their hearts for Mackinaw Dells.



Notes of a New-comer.

AN INTERCEPTED LETTER

NORMAL, ILL., May 19, 1907.

DEAR OLDTIMER—Normal isn't exactly what we thought it might be. You must come over to see for yourself. As to what you will *see*, that will speak for itself, and if you see the campus as it is this morning you may be a little more qualified next time in your description of "raw, dingy, and dismal little prairie towns" which you have not seen. I only hope you'll get over before all the warblers have deserted the elms, and while the sweep of trees and grass down the campus-front is as pleasantly green as it was this morning an hour ago.

But it is about what you will *not see* that I am intending to write you; about what is a very real part, but which you have to be here weeks and months to appreciate properly. At least I had to be and I am not at all sure that I have this intangible part of the situation properly sized up yet.

You may remember that among your other dismal and prejudiced prophecies you threw in one to the effect that you were willing to bet that within three months I'd be mighty sorry I came, various and abundant reasons being supplied from your picturesque imagination under the stimulus of your misguided desire to get me into that dollar-making business of yours. Now I remember thinking at the time that that might make a pretty even bet. Which only goes to show how much my judgment was warped at the time by your own attractive proposition.

Your bet was a bad one. At the end of three months, instead of being tinged with sorrow, I found myself patting myself on the back for at least one sensible decision. Might write more to this effect, but there is one of the chaps in the magazines writing "Adventures in Contentment." He has stolen my thunder.

What I like best is the way you "get results" for your work; that's the intangible part of the situation to which I referred, and it's a thing I can't show you in a week's end visit. And I probably can't describe it either to a man who doesn't give a hang whether there is a reformed Spelling Movement or whether there's not, so long as the market for traction bonds is right and telephone securities going at par.

I recall that your principal argument against the "professor business," apart from the fact that it doesn't pay, was that professors "are not really in the game." You called it a "snug berth for mediocrity." You said that a real good professor could not be a real live man. I suppose it is my professional duty now to

deny these things, and you will say that I am a prejudiced witness. But what I am after is not that you should judge the "professor business" by some miscellaneous representatives of it whom you happen to know, including myself, but by the business itself; by what there is in it, or should be in it; by what it has a chance to do, even if it isn't always doing it, and especially at a place like Normal.

Of course the teaching business, like any other, depends primarily upon its raw material, which is, in this case, students. You can't expect to get fine results with poor material, and, besides, poor material may injure your machinery. When I think how some of our profs had to coddle and cajole some of us to get anything like real work in an antiquated college course which had no relation to the real, primary interests of our lives, I blush. And not so much for them as for us and the conditions under which they were working. It was like giving bad medicine to children. No wonder our old profs became a bit "childlike." As I look back now at the unfit pabulum which they were supposed to keep down upon our uneasy mental stomachs they seem to me more like nursemaids to a lot of badly brought up children.

It isn't that way at Normal. You must have had some hint of it, for you called my prospective students "thirsters," and I remember now that's what we used to call the summer school crowd who came in to toil in the library and lecture rooms, while we played tennis and loafed around the campus and looked on rather contemptuously. Well if it is for me, as a teacher now, to choose between such sophisticated and rather clever young men as we thought ourselves, and with whom most of our colleges are at least half filled today, and "thirsters," then give me the "thirsters" every time. It's just because we have so many thirsters around the place that I am so well pleased. It is just because most of our students have such an insatiable thirst for knowledge that we can really see results, and know that they are results which will last, and for that reason we have to keep moving ourselves.

We have mighty few students here who are here because their parents sent them. Most of them, I understand, are at their own expense, spending their own hard earned or borrowed dollars, and they want their money's worth.

That's one reason why I feel that the teacher in a Normal School is in no sense "out of the game" as a teacher in some of our colleges may be; if he is, then he ought not to be doing this work. These thirsters are here for a definite purpose; to get a certain mental equipment which will enable them to earn more. They go from here directly to their work and use what has been given them in hundreds of class rooms in the public schools of the state.

It is a rather different thing, isn't it, from that classic college training which we knew, and concerning which we nourish affection and real sentiment, but whose bearing upon our post-graduate activities we could not see at all then, and perhaps only dimly now? This work at Normal succeeds or fails only as it *is* in real touch and part with social progress; only as it *does* relate itself to the best thought going.

No, I don't feel that I have been getting "out of the game," as you thought I would. I feel more convinced that I am in a way to get a real place in it, a place on the team, and that the rest of it depends wholly upon myself. And I think that most of our young men and women feel that way about their work.

I tell you, Oldtimer, the market for teachers is looking up. The time is slipping past when you men who are "doing things" are to count the teachers out from among your number.. The time is just about here in which the successful teacher will get a social rating just as high as the man with a pile, and it is just because we think that our annual output here at Normal will earn the right to such rating that we find our work interesting and worth while. If we fail to "get results," which is the main thing, then we have ourselves to blame.

Fraternally yours,
NEWCOMER.



Senior's Reverie.

Commencement day, our work is o'er
And never more in the bright day's glare
Shall we climb the winding stair
To the chapel room above.

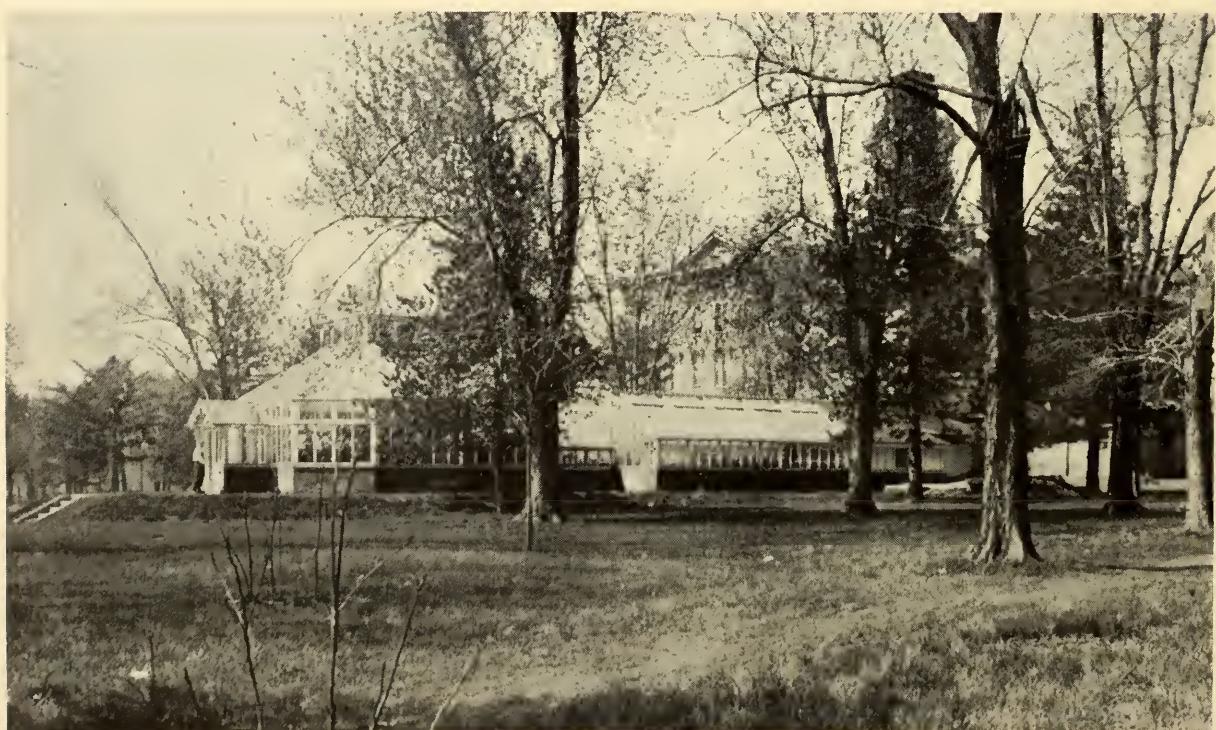
To the dreaded rhetorical classes
We were in, a term only of course,
We Seniors noted for brilliance,
Brilliance, good conduct, and force.

To the President's monthly receptions,
Known to some as the "flunkers' lines,"
Other years we joined these processions,
As Seniors we got eights or nines.

To the worry of obtaining positions
As the summer '07 drew nigh,
How we all wanted one hundred dollars
But accepted forty-five with a sigh.

We think of the visiting alumni,
Of the good times they must have had,
And wonder if they think ever of Normal,
And if it ever makes them feel sad.

But now we must be going,
Today will be our last,
Within thy walls as students
Many happy days we've past.



Ode to Married Students.

All honor due to him who toils,
 O'er books both night and day,
 Who never knows what loafing is,
 But works and plods away.

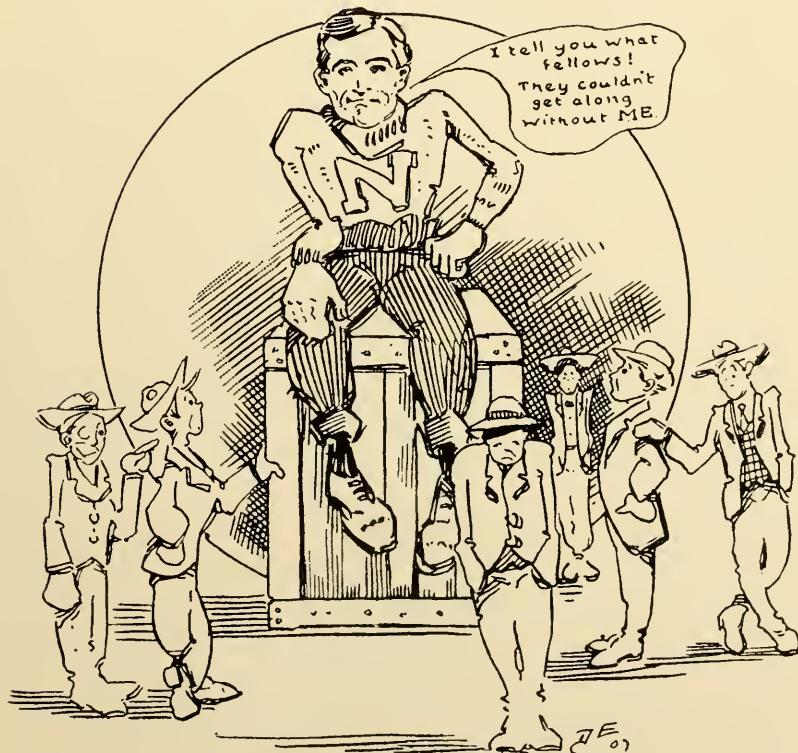
Aye—sympathize with him who toils,
 And when the hours are o'er,
 Must promenade with bawling babe—
 Barefoot on ice-cold floor.

The Normal Graduate.

(Ode to a Senior Girl.)

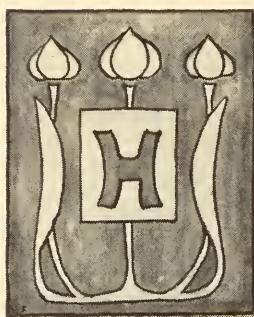
She dwells the country road beside,
 Thru days both warm and cool,
 And all her hope and all her pride
 Are in the village school.

And as she walks among her girls,
 Prim, and meek, and formal,
 She thinks of the ruffles and tucks and curls
 She wore while at old Normal.



Normal Memories.

(Sung at Annual Reunion of Chicago Club of I.S.N.U.)



ow dear to our hearts are the scenes of our schooldays,
When fond recollections presents them to view;
The campus, the club-house, the science excursions,
And every loved spot that as students we knew;
The long loved spelling, and drawing beside it,
The algebra problems that made us all fail,
The Will *versus* Effort—Oh, who could decide it!
The chemistry fumes floating out on the gale,
The great rolling campus, the green shady campus;
We yearn to repose where its shadows prevail.

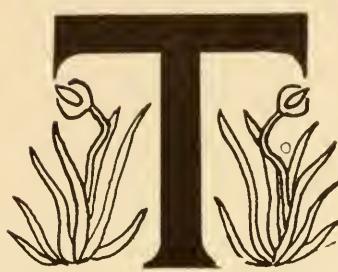
No more to our ears comes the ring of the class bell,
No more we respond to its glad, glorious call;
No longer get fives when we fail to recite well,
No more are reproved when we talk in the halls;
The long days of practice, the training school teachers,
The Model School children, defeat plans no more.
Fond memory points to much joy too, and gladness,
As success crowned a plan, that seemed doubtful before
The bright happy children, the dull listless children,
Those Model School children, are children no more.

To Normal, dear Normal, a tribute we offer;
We sigh for its pastimes, its glories we sing,
The struggles and trials in days gone forever
We remember with pleasure, since now they're no more.
Drs. Cook and McCormick, and those that stood by them,
Both Felmley and Hartmann are masters we knew,
McMurtry and Colby,—Oh, now we adore them,
By their careful guidance to teachers we grew.
Our dear loved old Normal, the classic old Normal,
The lore covered Normal, we all love so well.



THE CHAIR OF LITERATURE

Class of 1908



THE CLASS! the happy Junior class!
 Some years have o'er us flown.
 Yet still we have one happy year
 Before we're left alone.
 I know we dread it—though we look
 As cheerful as we can.
 This year is briefer than the last
 For last was but a sham.

My class! my congenial, brilliant class!
 Poor Seniors, so we say;
 Why will they hold their heads up so
 In such an airish way?
 How can they lay their toils down
 And say they learn as well
 When with all urging Cavins does
 They just make out to spell.

Dear Juniors since this year is done
 We proudly may look back,
 Elated, seeing Seniors, many
 Have followed in our track.
 But my dear classmates, as we shake
 Defiance in their face;
 We, too, will have to bear the taunt
 When we have filled their place.

Hurrah! nor Senior nor Sophomore
 Nor Freshie's cavalcade;
 Tore from the Juniors' fertile brain
 Our e'er increasing grade,
 For all how happy has it been!
 And Fate has caused to be
 To have one grand, inspiring class
 In this University,

—H. A. A.

To My Valentine.



O! here I am—alas far away,
But all my thoughts, Oh where are they?
Here? No, no, no, but in Normal town,
Where many fair damsels cast many a frown
Upon the poor fellows who worship them there,
And sigh for even a lock of their hair.
Yet even this they never can get,
For these maidens are sly and foxy, you bet,
And delight in teasing these poor little men,
(For mere fun's sake, as far as I ken)
And so it's with fear that I now take my pen,
For I really do dread being squelched again.
But just because it's St. Valentine's Day,
I've really got nerve enough to say,
To all you maidens assembled here,
(I'd like it if you'll let me to call you dear)
I love you far more than tongue can tell,
Let alone an old stub and an empty ink well.
May I hope for more favors than the others get,
May I hope in the seat of honor to set?
Ah, if I could beat them all,
James, Gresham, Guy, the short, the tall,
The lean, the fat, the homely, the fair,
Ah, wouldn't I then wear the Victor's air?
But can I e'er hope to smash your dear hearts,
Which so often before Cupid's pricked with his darts?
I remember the last time I saw Miss Lou,
She was in front of Ward's grocery, Miss Anna was too,
They were both very much like a gooseberry tart,
And I, alas, I was the true bleeding heart;
Sweet as roses the two they were,
But when they saw me each then was a burr
That pricked my poor heart and made me so sad,
That for nights I slept not; wasn't that too bad?
And then once I went to a "practice dance,"
And the music did surely their graces enhance,
I saw the sweet Edith, and Sally, and Ruth,
And Mildred and Charlotte,—I did of a truth,—
Louise, too, was there and Alice, fair one,
But when I asked for a dance, away she did run.
I went down the line,—each one did the same,
Ah, not a true one, can I to you name.
Well, I felt like swearing and my face was red,
And my poor emotions were with remorse fed,
So, I sat all alone, on the bench 'gainst the wall,
And tried to look handsome, broad shouldered and tall.
But yet these maidens cast never a look,

And sailed right by with the partners they'd took.
Well, what could I hope for, when out on the floor,
Were gallant and good looking youths, galore.
Of course among them I had never a chance,
And so I soon left the gay, brilliant dance,
And went to my room, and then on my bed
Lay down and wept tears from my poor aching head.
Then came visions of you in your lovely ball gowns,
More lovely by far than girls of most towns,
And yet you had stung me with such a bad sting,
And did'st my poor heart most cruelly wring,
That I wished I might die, to know never more,
The pain that is busy at Love's Bargain Store.
But now with a new-born hope in my breast,
I ask you to love, Oh, give pain a rest,
And when next I see you on Park street or Loop,
Pray do smile at me as I humbly stoop.
And if I at "society"—should meet you
Even thought "he's" along, won't you glance at me too?
And when I next ring at any of your front doors,
Do give me more welcome than family snores.
But now I will close with long-suppressed line,
Oh, won't you please, dears, all be my Valentine?



Smith has an Interview with Felmley.

BY A STAFF CORRESPONDENT.

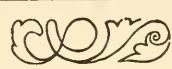
Special to THE INDEX:—Neither Smith nor Felmley will speak for publication. But I have talked quite freely with a number of Smith's most confidential friends and have got together enuf things that he said that Felmley said to him to warrant the publication of the following private interview, at 4:30 P.M., on May the 20th:

"Well, Mr. Smith, how are affairs at El Paso?" "Fine, Professor, fine. Since I have been appointed superintendent of their schools I have been to see them several times and" "How do they treat you?" "O, they are just as kind as they can be to me. It makes me think of Old Pike. When I tell them what a fine Basketball team I shall organize, and how much land I want for a school-garden, what a good manual-training shop I can start in the basement, what a saving on the pupils it will be when I have the teachers to teach the simplified spelling, they just smile and nod their heads as much as to say, 'He's going to do something.' "Yes that's all true, James. I knew you were the man for the place. I am glad you have the school so well organized for the coming year. You know I've said from the platform several times, 'Well begun is half done.' Since the work is so well begun, the school will be very easily managed next year, too easy in fact for one of your ability to" "Why, Yes, Professor, I had thought of that too. There is no use in my staying longer, any of the boys can run it now." "I have just received a letter from the president of a school-board in the most aristocratic and exclusive part of New York City, asking for a superintendent. They will pay \$2000 for the right man." "Gee, but that's a good salary, and I need something like that too. But I think I can do the work." "I am sure you can do the work." Their idea of the right man is one about twenty-five years old, who is handsome, has a noble head, and wears a dignified expression on his face. They want a social-leader, a polished gentleman. And you are the only one whom I feel safe in recommending, in fact you are the only polished gentleman in school or even the only one capable of receiving a polish." "Do you think I could get it?" "Yes, if you want it. Have you forgotten so soon who put you in at El Paso? You never could have been elected there without my say. I put you in there and I'll send you to New York City if you wish to go. But before you decide, see Miss Geneva Ham, of Bloomington, and write and ask your mother. I must attend Faculty meeting now." "By but that's a fine job."



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Education is that which one retains after he has forgotten all he has learned.—*F. D. Barber.*



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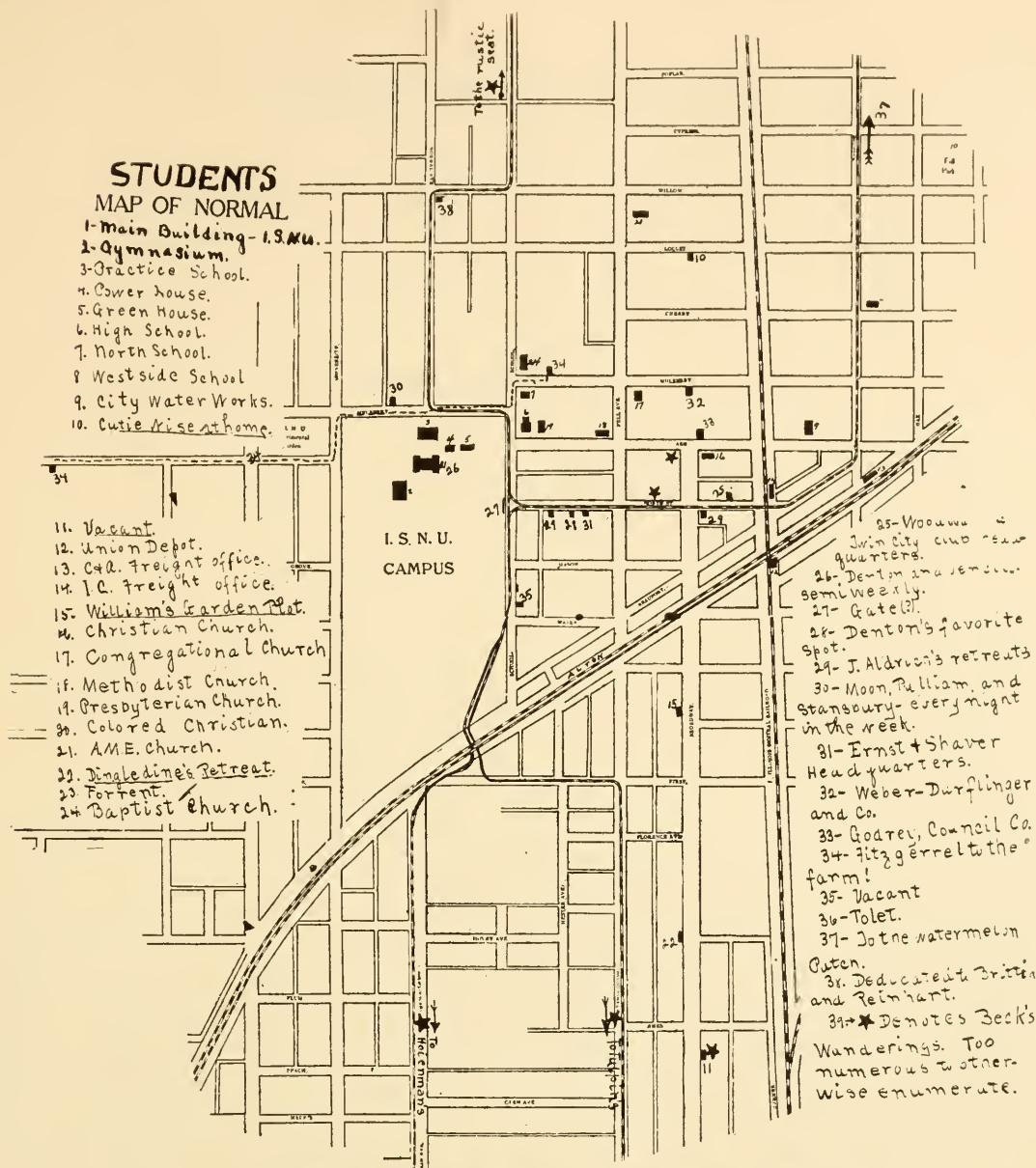
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Our Appropriation

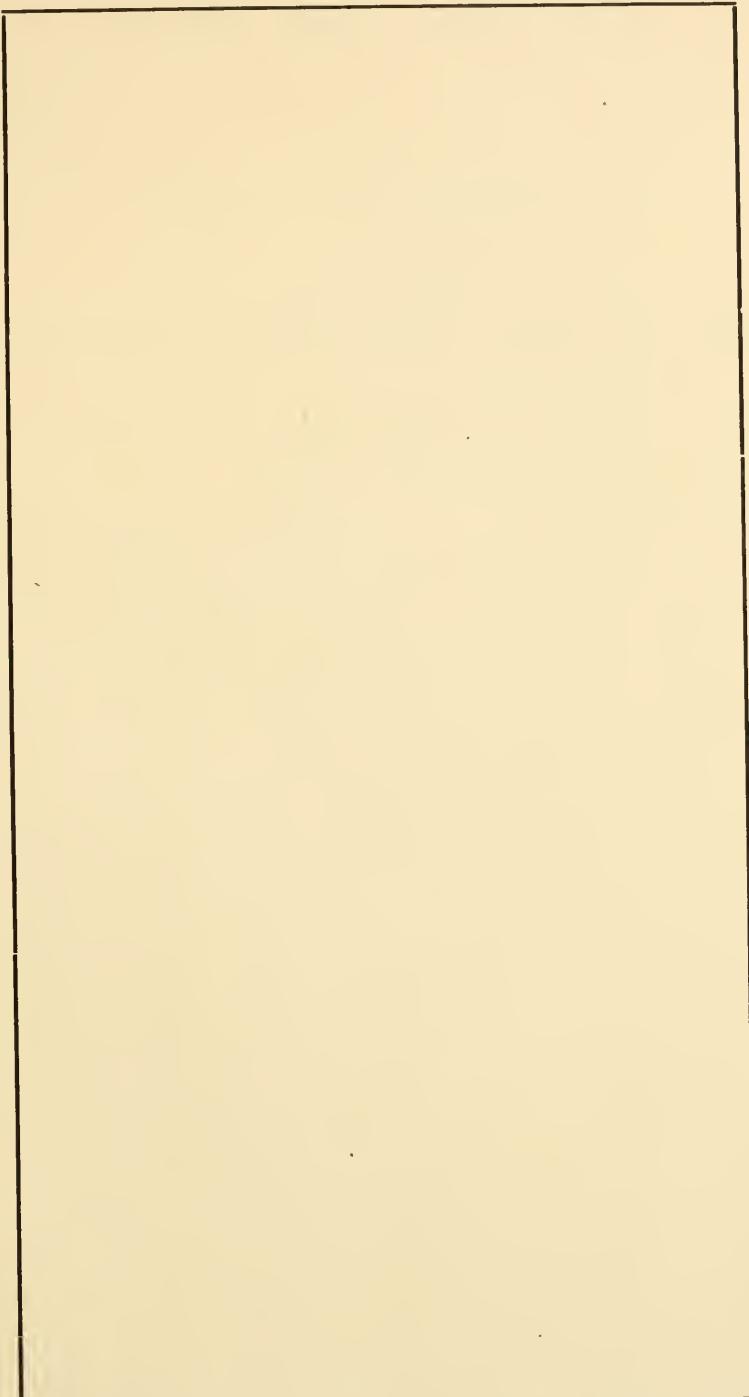
Just as we are going to press the news reaches us that Governor Deneen has signed the bill granting, to the University \$110,000 special appropriations. \$100,000 of this amount is to be used for the erection of a new Manual Arts building. The other \$10,000 will be used for other improvements that have long been needed. The most important of these perhaps is the installing of a clock in the belfry. This central clock system will also have an electric attachment whereby all the bells will be rung at the beginning and close of the recitation periods.

The news of the appropriation was received with the greatest excitement on Thursday, May 30, at General Exercises. With the addition of another building the Normal University will be able to expand. The new building will house the manual training department, the art department, and the chemical laboratory. A domestic science department will be put in operation, and the lower floor will be an auditorium to seat about 1000 people. This latter improvement is one of the most important. The present Normal Hall does not accommodate the audience as it should. It is on the third floor of the main building and wholly unfit for the purpose for which it has been necessary to use it. Again, the stage is small, which makes the presentation of plays by the students, a hardship.

This new building will properly equip the University with facilities for providing the courses so long needed. It will relieve the cramped condition that now exists thruout the school.

Where the building will be placed or when it will be finished have not been decided upon. We now have the appropriation and President Felmley will attend to the details of construction.

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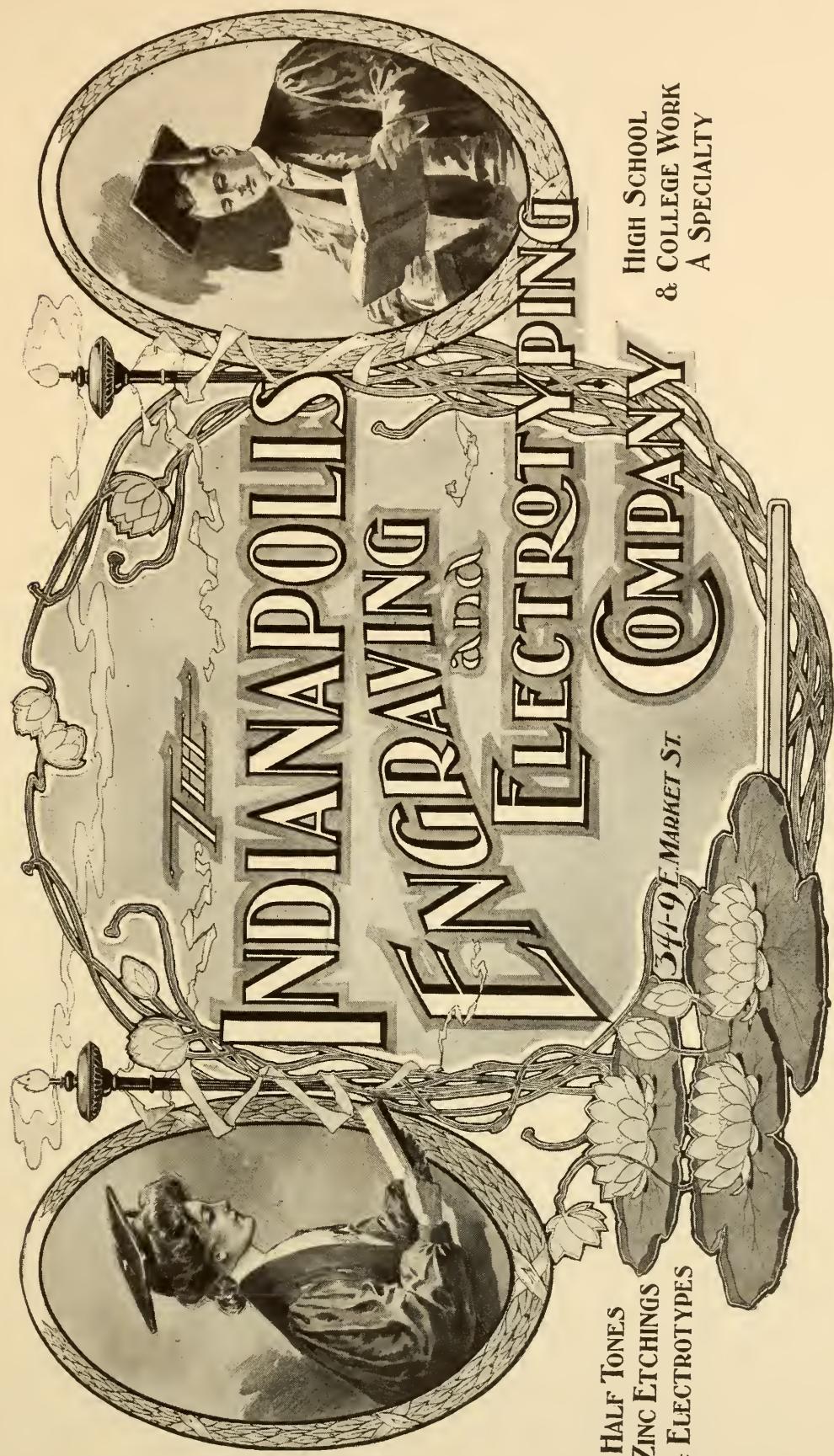
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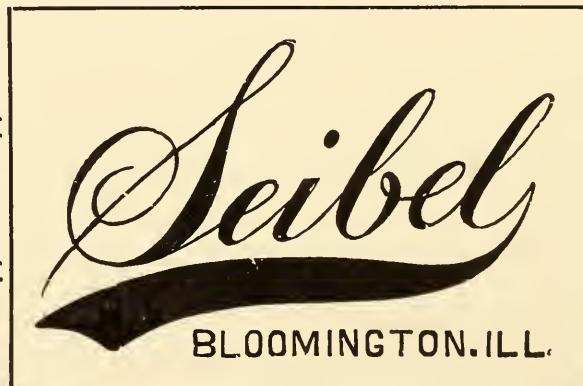
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